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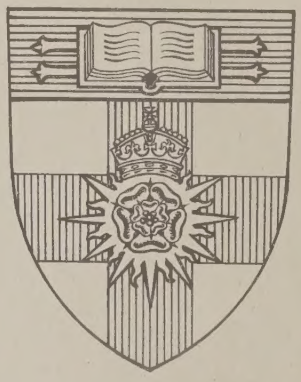

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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

FIFTY-ONE VOLUMES.

—(*17.*)—

EDUCATION (SPECIAL REPORTS)—*continued.*
EDUCATION (IRELAND).

Session

29 *January* 1908 —— 21 *December* 1908.

VOL. XXVII.

1908.

REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

1908.

FIFTY-ONE VOLUMES:—CONTENTS OF THE

SEVENTEENTH VOLUME.

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BOARD OF EDUCATION.

SPECIAL REPORTS

ON

EDUCATIONAL SUBJECTS.

VOLUME 19.

SCHOOL TRAINING FOR THE HOME DUTIES OF WOMEN.

PART III.

THE DOMESTIC TRAINING OF GIRLS IN GERMANY AND AUSTRIA.

Presented to both Houses of Parliament by Command of His Majesty.

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Prefatory Note to Volume 19
of
Special Reports on Educational Subjects.

This, the third and concluding volume of Special Reports on the school training of women for their home duties, was promised in the Prefatory Note to the second part published last year. The first part appeared in 1905.

The representative schools described in the following pages were, with one exception, visited by the writer of the Report, Miss M. C. Matheson, during the summer of 1906. They were selected as types of the different classes and grades of housewifery schools, but a large number of others were seen, both in town and country, detailed descriptions of which would have enlarged this Report without, however, adding either to its readableness or to its value.

It will be found that there is a general family likeness between the domestic training of girls in Switzerland, as described in the second volume of this series, and that in Germany and Austria, though, indeed, the influence of Germany has made itself felt in most of the Continental countries. The interest and control of women, unhampered by official regulations in the early stages of the movement, have stamped a practical character on the work, which is very noticeable. The teaching is given to small groups of about the size of an average family, and the pupils always themselves eat the dishes they have cooked. The relation of theory to practice varies under the influence of the two schools of Carlsruhe and Cassel which with Berlin have the oldest schools for the training of housewifery teachers. But perhaps the most striking feature of the work in Germany, which dates from the last fifteen years of the last century, is the progress in the domestic training schools for the middle and upper classes. The old-fashioned housewifery school joined an "exhausting round of rough work" to barrack-like dormitories and mixed companionship, but the new home-school considers the future life of the pupils in every arrangement, and though the work is hard and the roughest parts of it are never shirked, yet the course of study is in the true sense humane. The larger social aspects of home duties and the education of taste and artistic sense find their due place and scope. Recently, indeed, there has been a demand for linking the training in the practical arts of the home to a study of the many social, legal and economic problems which affect home life, and indeed any kind of institutional life, in their relation to the general life of the people. The work being done in the schools of the Diakonie-Verein and in the schools at Oberzwehren, Reifenstein and Baden-Baden is evidence of this. The need for this larger outlook has also been felt in America, as Miss Ravenhill showed in her report, and has even led to the recognition of these subjects of study by some of the Universities

though there is much which at present is tentative and possibly temporary in the courses of study being offered. In this country the necessity for a more practical organisation of our existing courses is beginning to be appreciated while the wish for organised courses of wider range on a University plane for those capable of benefiting by them is finding a voice, though next to nothing has as yet been done. The two ideas are not incompatible, for they affect in the main different parts of the field. The course of training for the child who will some day have to manage her home without help beyond the members of her family; the course for the teacher who will train such a child; that for the teacher in a Secondary School or the teacher in a Housewifery School; and that for the future head of a large house or estate or the manager of a public institution, cannot be one and the same. The problem is at least as varied as the problem of educating men for the different grades of any of the great groups of occupations in which they engage, and it may well be urged that its right solution is not less important for the national welfare.

The Board of Education desire to take this opportunity of thanking the many private individuals, officials and teachers who assisted Miss Matheson in making her inquiry, and in particular the educational authorities of Berlin, Vienna, Bavaria, Carlsruhe and Cologne, for official introductions and permits to visit public schools. Special thanks for most valuable information and introductions are due to:—Frau Hedwig Heyl (Berlin), Frau von Migerka (Vienna), Fräulein Auguste Foerster (Cassel), Fräulein von Kortzfleisch (Reifenstein), Frau Rektor Hennis (Cologne) and many others. The thanks of the Board are also due to the teachers of the different institutions in the following towns and villages, which were visited in the course of the inquiry:—

German Empire—

Prussia: Berlin, Cassel, Cologne, Rheydt, Reifenstein, Hanover, Obernkirchen.

Saxony: Dresden, Arwedshof.

Bavaria: Munich, Nuremburg, Geiselgasteig.

Wurtemberg: Stuttgart, Ulm, Reutlingen, Esslingen, Langenau.

Baden: Carlsruhe, Baden, Radolfzell, Rastatt, Neckarbischofsheim, Neckargemünd.

Alsace-Lorraine: Strassburg.

Austria-Hungary—

Vienna, Budapesth, Dornbirn, Berndorf.

Books and documents to which reference is made in this report, together with others bearing on the same subject, may be consulted at the Board of Education Library, St. Stephen's House, Cannon Row, S.W.

In the case of this as of all other special Reports on educational subjects issued by the Board they must not be held responsible for the opinions of the author, expressed in the following pages.

Office of Special Inquiries and Reports.
December, 1907.

THE DOMESTIC TRAINING OF GIRLS IN GERMANY AND AUSTRIA.

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I.—INTRODUCTION.

A.—General Education of Girls.

In a country justly famed for educational zeal, it is not surprising to find technical education in a highly developed state. True, in Germany the boys have had, until quite recently, what may perhaps seem to be an unfair share of official attention, but the last thirty years have seen rapid developments on behalf of the girls, and in no direction have these developments been more rapid and more thorough than in those branches of technical instruction which fit a woman for her home duties.

Elementary education is compulsory throughout Germany from the time a child is six years old. The course lasts seven or eight years, and in some parts of the country girls are released from school attendance a year earlier than boys. In speaking generally of German schools, it must be borne in mind that Germany is a federation of kingdoms and states. Some of these constituents of the empire control their own internal affairs, and therefore possess independent systems of education. The districts and towns have also great freedom in the organisation of local education. General regulations are issued from Berlin, but in Bavaria, Wurtemberg and Baden we find educational systems which are practically independent, especially in the matter of examinations. The differences are not very apparent in elementary schools, but there are very diverse regulations for continuation schools. In the north of Germany these schools have much the same position as in England; they are generally optional, but the desire for compulsory continuation schools for technical and trade training is rapidly gaining ground. In Bavaria and Baden, on the other hand, the continuation school has long been a recognised branch of general education for those who could not afford to attend a secondary school. These continuation schools have grown out of the old Sunday schools which were founded with the object of giving working boys and girls further instruction in reading, writing, arithmetic and Scripture. Such Sunday schools have been compulsory in Munich for the last hundred years; recently the law has been extended, and there is now a regular continuation school system. At present, when a girl completes her seventh school year in Munich she has not finished her education, but she has various courses open to her. She may either:—

(i.) Attend a Sunday school for three years (two and a half hours per week).

(ii.) Attend an VIIIth class with thirty hours weekly for one year and a Sunday or week-day continuation school for a second year.

(iii.) Attend a commercial or domestic continuation school for three years for five to ten hours weekly, or divide her three years' attendance between these schools and the ordinary Sunday schools.

In September, 1906, a similar regulation came into force in Nuremberg, but the compulsory attendance is confined to week-days. In the Grand Duchy of Baden week-day continuation schools were made compulsory in 1874. Boys who do not attend the higher schools must attend a continuation school for two years, girls for one year, and three hours a week must be granted out of working hours by all employers for this purpose.

Optional continuation schools have been established for some years in Berlin and in other parts of Germany.

The higher education of girls has long been a much-discussed question in Germany. The way to the University is now open in many places, but it has been won after much effort, and at the present day many of the higher schools for girls are in private hands. The usual higher girls' school has a course lasting ten years, and the girls therefore leave at the age of sixteen.

Gymnasiums for girls, *i.e.*, schools which prepare for entrance to the University, are established in some places and correspond in most respects to High Schools in England. These schools do not concern themselves with the subjects to be dealt with in the present Report, and in the training courses for teachers the only "domestic subject" taught is needlework.

Girls' education in Austria offers few points of difference, except that the so-called higher education of women has made less progress. Technical education for girls is also less general, but where it has been introduced, aims and methods are so similar that it has appeared unnecessary to treat the two empires separately for the purpose of the present Report.

B.—History of Domestic Training.

Germany is now so rich in institutions for teaching the domestic arts that the inquirer is much surprised by two facts which confront him at the outset. First, this wide-spread movement is almost entirely a growth of the last twenty years. Secondly, though the State authorities are more and more taking their share of the work, in nearly all places the initiative, and in most places the continuance and control of these schools and classes are the work of voluntary societies of women. A glance through the directory of any German town will show what an important part the *Verein*, or society, plays in German life. Societies of women with philanthropic aims are to be found far and wide throughout the land, and up to the present their chief care seems to have been the domestic training of girls. Originally, their object was to save poor girls from destitution by teaching them a trade, and fifty years or more ago the chief trades open to women were domestic service and various kinds of needlework. The rapid growth of the factory industries and the consequent modern industrial conditions opened the eyes

of the observant, in Germany as elsewhere, to the fact that housewifely proficiency is not the natural inheritance of every woman, but that it is in most cases an art painfully acquired and easily lost, especially in families where the mother is withdrawn from her home either by the pressure of poverty or the multiplication of outside interests. The consequent anxiety to arrest the dreaded decay of home life has led to the adaptation of the old schools and the foundation of the many domestic schools which have been already described in other countries and which are nowhere better organised than in Germany, where the subject has received attention for all classes of society equally. Aware as we are that these efforts do not touch all sides of the social problem, we may think the German societies somewhat one-sided in work, but perhaps this brief account will show that we in England have hardly paid sufficient attention to this side of our social work, and that more simple training in domestic subjects than can be given by the school authorities alone would prove a powerful aid to the temperance teacher, the health visitor, and the numerous other agents who are trying to raise the standard of living among the working-classes.

It has always been the custom in German countries to give girls of the better classes definite training in cooking, etc. Girls were sent to large houses in the country, to hotels, pensions, or restaurants, to any place where there was a large *ménage* in which they could gain experience and practice. This system gave no systematic or educational training. It gave opportunity for practice and little more. Even a hundred years ago people were aware that something more was needed to rouse intelligent interest and to teach future mothers to fulfil their home duties with intelligence and insight. Various efforts were made, which resulted chiefly in the establishment of a few schools for servants. Probably it was the lack of educational knowledge and method more than anything else which delayed the practical results of the movement for half a century.

It was between 1850 and 1860 that societies for promoting the general education and welfare of women sprang suddenly into life. The Lette-Verein in Berlin was the first, but it was closely followed by the German Women's Society (*Der allgemeine deutsche Frauenverein*), with its headquarters at Leipzig, the National Society of Women (*Der vaterländische Frauenverein*), the Society of Women of Baden and the Society of Swabian Women, each with numerous local branches. It is not possible to make a complete list of these societies, as fresh local branches of the national societies or independent local associations are organised almost every year.

These societies began by advancing the higher education of women, at that time almost non-existent, and by training needy girls for certain trades. Technical courses for home training were soon added to the trade groups, and these have now grown to be the most striking feature of women's public and social work in Germany.

The educational authorities have given their full sympathy,

have aided with grants, and have in many cases taken over the schools entirely or even started new ones, but the moving factor in the domestic training of girls remains, as it was in its beginning, the voluntary associations of women.

Sewing is generally the first subject attempted, as the necessary equipment is within the reach of all, but cooking has always followed as soon as means permitted.

It is pleasant for English readers to know that the women's societies first started cooking classes at the instigation of the late Empress Frederick. She, as Crown Princess, was president of the German *Verein für Armenpflege und Wohlthätigkeit*, and in one of her presidential addresses she urged the need of more systematic domestic training for girls. With characteristic insight, she suggested that the experiment should first be made among girls of the middle classes, as the working classes generally follow the lead of the higher classes of society and are therefore more likely to become interested in subjects which have already become popular. Accordingly, the experiment was made and cookery classes for adults were started in the Pestalozzi-Froebel House in Berlin. Frau Hedwig Heyl arranged the lessons, and in 1885, for the first time, cookery took its place as a subject for methodical instruction and the system of mechanical practice alone was doomed.

The late Empress did not let the matter stop there. In 1888 she pleaded for the poor themselves, and, at her wish, the annual meeting of the same society discussed the possibility of introducing housewifery instruction for working girls. This time Fräulein Foerster, of Cassel, was the pioneer, and at Easter, 1889, she obtained permission to teach cookery in the first class of one of the elementary girls' schools in Cassel. Though modified in many ways to suit different places, the systematic plan worked out by Fräulein Foerster for this class has been the foundation of the housewifery instruction wherever it has been adopted in elementary schools in Germany, and, to a large extent, in Switzerland also.

Resident housewifery schools are common in Switzerland, and they are conducted by various county councils in England for the benefit of working-class girls; but Germany has been a leader in this department of domestic training also. In 1815, the first school for training servants was opened at Frankfurt-on-Main, and sixteen others were founded in the succeeding sixty years.

During the last twenty years the same ideas which led to the establishment of resident training schools for servants have developed, and we now find the modern housewifery schools for home training. In this respect the Grand Duchy of Baden has led the way, and its oldest schools have now existed for more than twenty years. They also were founded by private societies, but are now the property of the districts in which they are situated.

Berlin, Cassel, and Carlsruhe possess the oldest schools for the training of housewifery teachers, and here again surrounding countries, and Switzerland in particular, have benefited much from the enterprise and example of the Germans.

Before describing these different schools and classes in detail, it may be as well to attempt to give some idea of the extent to which domestic subjects are taught in Germany. In the absence of definite official statistics no complete list of schools can be given. Such a list would in any case soon be out of date, as the number of schools has increased greatly in the last five years and there are no signs of any diminution in the future. On the other hand, everything points to a probable increase of activity in social work, and, as we have seen, where women are concerned domestic teaching claims the most prominent position.

Nearly everywhere in Germany the domestic schools still enjoy the personal influences which called them into being. Thus it is difficult to foretell their future. In Berlin, Frau Lina Morgenstern and Frau Hedwig Heyl and in Cassel Fräulein Auguste Foerster have led the movement since its beginning, and are still at the helm. The Dowager Grand Duchess of Baden gives ceaseless attention to the development of women's schools and training, to the philanthropic organisation of educated women, and to the assistance of the poor. The founders of the Society for Country Housewifery Schools started work ten years ago and control their own beautiful schools. A study of domestic teaching in Germany is so largely a study of personalities, of personal influences which have made the schools what they are and have given to each one its individual character, that to speak of the German system as a whole can give no idea of the delightful vitality and subtle differences which distinguish so many of the towns where enthusiasm has been aroused for this branch of education. If the states and towns possess such personal characteristics what must we say of the schools? Everywhere one finds teachers who have grown old with their schools; with few exceptions they have been there from the beginning, and have moulded the school methods in the light of experience and local needs. If the foundations of the last five years may hope to avoid many mistakes made by their predecessors, they certainly lack that sense of being an essential feature of local social life which is so marked in the older schools.

C.—Extent of Domestic Training in Germany and Austria.

Throughout Germany and Austria needlework is taught in all elementary and secondary schools for girls, except in the few remote country districts where no teacher is available.

The other domestic subjects, *i.e.*, cookery, hygiene, laundry work, etc., are rarely taught separately, and are here classed together under the title of housewifery. As a general rule, they are all included to some degree in the cookery school, and are more differentiated in the general housewifery course which is the favourite method of imparting the instruction to girls over the elementary school age.

(i) North and Central Germany.

Here statistics fail us, and it would be a complicated matter to collect them as each township can decide whether domestic subjects are to be taught in the elementary schools, whether public technical schools are to be founded, or which private schools are to receive aid from the public funds.

If the municipal and district councils are free in the matter, private enterprise is still more unfettered, and we find a great variety of schools and classes under public and private management. Large employers of labour have been among the foremost to encourage domestic teaching, and interesting examples of such "factory-schools" may be seen in Cassel and Bremen.

The various authorities control a great number of schools for adult girls both in town and country. Amongst them are evening and Sunday schools for factory girls, continuation schools for girls of the lower middle classes, and town and country schools uniting all branches of the subject for pupils of the higher schools.

State grants to technical schools teaching housewifery amount to about £3,386 per annum, but while some of the schools on this list are really training homes for friendless girls, many of the technical schools are not mentioned.

The authorities who make the grants are also various.

The Education Department is content with issuing regulations for candidates for the diplomas of teachers of needlework and housewifery (1902).

The Ministry of Commerce has founded "model" State housewifery and commercial schools in Rheydt, Potsdam and Posen.

The Ministry of Agriculture assists the Society for Country Housewifery Schools, which, under the leadership of the foundress, Fraulein von Kortzfleisch, has established the most modern resident schools at Reifenstein (near Cassel), Obernkirchen (near Hanover), and Kempen (near Breslau), in the province of Posen.

For the rest, we can only describe the conditions in one or two of the leading towns, and it must not be forgotten that most other towns have some share in the movement, that the spirit of emulation is strong, and that it is not unlikely that those districts which have as yet hardly realised the importance of domestic training will be in the forefront a few years hence.

Berlin.

In Berlin, the private character of the domestic education is especially striking. With the exception of one or two continuation schools, this vast city only supports the home training of girls by grants to various societies, and, though private enterprise is not lacking to supply the deficiency, this branch of the city education lacks cohesion. Another characteristic is the prominence given to training for professional life. Comparatively speaking, there are more opportunities for future teachers, servant girls,

"mothers helps," and needlewomen to learn their business than for the ordinary girl who wants to perfect her domestic knowledge for home use. The chief technical schools are the famous Lette-Haus and the Pestalozzi-Froebel-Haus II. The former has accommodation for about 2,000 pupils, and gives instruction in every branch of commercial and domestic work, while there are combined housewifery courses for home training, lasting six months and one year. The most important of these is the resident housewifery course, which is held in a separate house and lasts one year. Here 120 girls from middle-class families are taught and boarded for £30 a year; the prescribed materials for sewing, books, etc., cost between £8 and £9. The girls do all the work of the house, which is severely simple in its arrangements.

More home like is the second Pestalozzi-Froebel-Haus, where housewifery courses, teachers' training courses, and non-resident cookery courses are held. The school is being re-built as it has outgrown its habitation, but even under the present cramped conditions the visitor is struck at once by the tasteful fittings and the home-like air in the pretty living-rooms and bedrooms.

A course similar to that in the Lette-Haus, but of a rather simpler nature, is given in the Amalienhaus, one of the large deaconess-houses belonging to the Inner Mission. There used to be seventy resident pupils, but either the somewhat strict discipline or the multiplication of other openings for girls has reduced the number of pupils to about forty.

The day-schools for the teaching of cookery are all combined with restaurants, either for regular guests of both sexes or for working women. The oldest of these schools is presided over by Frau Lina Morgenstern and belongs to the Society of Housewives (*Hausfrauen Verein*). The school was founded in 1878 and has trained considerably over 4,000 young girls either for home life or as teachers, professional cooks, etc. The ordinary courses last about three months, the pupils coming every morning from 8.30 a.m. to 12.30 p.m., and on two afternoons in the week from 3 p.m. to 6 p.m. About twelve pupils are taken together, and a good deal of latitude is allowed in order to suit those who cannot take a full course. The average fee is about 30s. per month.

The ten schools of the Berlin Branch of the National Women's Union (*Vaterländischer Frauenverein*) are conducted on much the same plan, but the fees are nominal and they are arranged for the children of poor parents. The courses are for twelve to sixteen pupils and last six months or one year, and in the two newest schools there are double kitchens, so that the pupils may cook for themselves according to the group method, while they give regular help in the restaurant kitchen where two or three hundred portions are served daily. The society has also opened a new training school for its teachers (October, 1906), where a special study is to be made of the most advantageous expenditure of a small income.

Only a small percentage of the children in the elementary schools receive housewifery instruction. The Lette-Haus and the Pestalozzi-

Froebel-Haus have each a practice kitchen where the students have a class of school children twice a week. In addition, the Society for the Care of Young Girls (*Verein für die Fürsorge der weiblichen Jugend*) has since 1893 held cookery classes in four or five elementary schools. The town authorities have given the kitchens, but the lessons are optional and may only be given on half holidays. The teachers of Berlin, both male and female, are strong in their opposition to the introduction of compulsory housewifery instruction into the elementary schools, such as is given in London or in certain German cities. The cost of such an innovation certainly acts as a deterrent, but the value and necessity of the instruction for all girls is recognised, and probably the step of making such instruction compulsory will be simultaneous with the institution of compulsory continuation schools for girls. The promoters of the schools of the National Union of Women hope that their methods may become general in Berlin. In short, they aim at making such teaching as is given in the county council schools of domestic economy in London compulsory for all girls who now leave school at the age of fourteen Needlework is naturally taught in all the public schools for girls, *i.e.*, in elementary, continuation,and higher schools and there are various schools besides those already mentioned where more advanced work may be learnt. The most noticeable of these is the *Heimat Haus für Töchter höherer Stände* (Home for better class girls), but the chief aim of this institution is to train teachers of needlework, or to give girls from poor but educated homes the opportunity of learning some other profession in good surroundings and at small cost. It is difficult to get a complete list of the smaller classes for girls. Different societies are scattered all over the city which work on different lines for the betterment of the working class home. Whether they actually teach the girls to cook or to sew, or merely give them a chance to improve in refinement and behaviour, it is probable that their "domestic training" is no inconsiderable factor in their immediate neighbourhoods.

Other Prussian Towns.

Cassel may well be taken next, as it holds the proud position of pioneer, as far as housewifery instruction for girls of school age is concerned. This town is well provided with school kitchens, where all girls who reach the highest class in the elementary school have one housewifery lesson a week during their last school year. The large central school for adult pupils belongs to the Society for Women's Education. Here there are detached courses in cookery and every kind of needlework, and there is also a large training department for teachers. There are various classes for poorer girls belonging to different philanthropic agencies. There are also modern resident schools at Reifenstein and Oberzwehren, and three resident schools for younger girls belonging to the *Diakonieverein.*

In Cologne all girls in the elementary schools learn cookery during their last year, and the same is the case in Bonn, Düsseldorf, and other neighbouring towns. Most of the teachers in this district have been trained at the town training school in Cologne. Courses in artisan and middle class cookery are conducted by the women's society in their own school.

Breslau and Posen do a great deal for domestic training, but otherwise most of this activity is to be found in the western provinces. To quote Dr. Hermann Zwick's Pamphlet on Continuation Schools for Girls (1903) :—

"Eastwards there is less and less and in the country districts a minimum number of domestic schools and classes is to be found. In the lowlands practically nothing has been attempted."

The same author reckons that in 1901 there were 603 commercial and housewifery schools for girls in Prussia. Ninety-one of these were public schools, the rest were in private hands; 399 gave commercial, trade or domestic training, 204 were sewing, embroidery, or weaving schools; 117 were resident schools in the country, the rest were in the towns.

Dr. Kley* estimated that in Prussia in 1895 one girl in twenty-six attended a technical school.

(ii.) Bavaria.

The teaching given in Bavaria is mostly confined to Munich, Nuremberg and Augsburg, where an optional VIIIth class has been added to the ordinary elementary school course.

There are forty-six elementary schools in Munich, and twenty-nine of them have an VIIIth class, attended, on an average, by forty children. In the girls' classes most of the time is devoted to domestic subjects. Under this optional system the poorest children are not reached. Of this the authorities are well aware, but the optional class is only a first step. The 8th year will be made compulsory for all children who are not able to attend the higher schools as soon as the time is considered ripe for a regulation making the present permissive arrangement a compulsory one. The continuation schools are divided into domestic and commercial classes. In the former the subjects of instruction are :—"Religion, domestic economy with hygiene, German, arithmetic, book-keeping, and domestic education" (*i.e.*, rules for the bodily care of little children, and for their mental and moral upbringing). Optional subjects are :—"Sewing, French, English, and drawing." According to the latest reports, there are thirty-five domestic and eleven commercial continuation schools. The number of girls in a class should not exceed forty. Nuremberg has six of these classes for girls, with a total of 225 pupils. They were started in 1896, and in 1906 the neighbouring town of Fürth followed the example. In Augsburg similar classes were started in 1904.

* "Die Ausbildung unserer Töchter nach der Entlassung aus der Schule."—Dr. W. Kley. 1904. (Meyer, Berlin.)

Other teaching of this type is given in Bavaria by peripatetic teachers, and these courses will probably largely increase in number. In 1905 to 1906, sixty-eight such courses were held by ten teachers.

In Munich there are also special schools for domestic training, viz., a cookery and housewifery school for girls over sixteen, opened in 1895 in the old Town Hall, a large sewing school where every kind of needlework is taught, and a small private school, managed by a committee of ladies, where day and evening courses in cookery and needlework are held. The last-mentioned school is to be moved to better premises, and much extended in scope, as soon as funds will permit.

The resident school at Geiselgasteig in the Valley of the Isar, is also under a society, and began in 1903 with eight pupils. There are now twenty-two, and the committee are engaged in seeking better quarters.

In Nuremberg there is a housewifery school, and there are two or three needlework schools, but these are all private, though they receive some small Government and society grants.

(iii.) Alsace-Lorraine.

In Alsace-Lorraine the society is not so prominent as in other parts of Germany. This has probably delayed the general adoption of domestic teaching, but the towns are now making up for lost time. Strassburg, in especial, is well provided. There is a housewifery school for resident and non-resident pupils, where all the housewifery teachers for Alsace-Lorraine are trained. This school is twelve years old, and was started by the present headmistress. All elementary school girls in Strassburg have a cookery lesson once a week during their seventh or last school year. At present there are six school kitchens. There are free continuation schools, where girls may have three afternoon sewing lessons and two morning cookery lessons a week.

Evening cookery lessons for adults are also given, and are well attended.

Two peripatetic teachers have recently started work in the surrounding districts, where their efforts are much appreciated by the villagers. In Colmar, there are cookery lessons for seventh year pupils, Mulhausen has optional continuation classes, there is an old but re-organised school for servants near Metz, and a Roman Catholic school near Château-Salins. There is a large needlework school with five branch schools in Strassburg. Here all the special teachers of needlework for the state are trained. There are twenty-nine needlework schools in Alsace. These are mostly private ventures, aided by the towns to the extent of free rooms, heating, lighting and sometimes accommodation for the teacher. A few of the schools belong to societies.

The total average attendance for the needlework schools of the province is about 800. The Strassburg schools were founded by the local branch of the National Society of Women (*Vaterländischer Frauenverein*).

(iv.) Wurtemberg.

The Kingdom of Wurtemberg and the Grand Duchy of Baden show the most complete organisation, but while Wurtemberg led the way it is now mostly remarkable for its excellent sewing schools, while Baden has outstripped the sister state in the provision of housewifery instruction for girls of every class. In Baden we see the Women's Association at its strongest. The Swabian Women's Society is also a great organisation, and it works in co-operation with the authorities, who have by degrees taken over many of the local schools, though the training and examination of teachers is still in the hands of the society.

Stuttgart is a town of 182,000 inhabitants, and has a large industrial population. It possesses at least thirty institutions and active societies for the relief of distress in all its forms, the training of girls, etc. Housewifery has not as yet been introduced into the elementary schools. The Swabian Women's Society have magnificent needlework and housewifery schools, the latter with resident and non-resident courses, also a course for cookery alone. The Local Benevolent Society (*Lokal Wohlthätigkeitsverein*) manages rather simpler schools of the same kind. There are some country resident schools, but these are not quite so popular as formerly. At present, peripatetic courses seem to be more favoured in the country districts. The Swabian Women's Society sends teachers, stoves, and utensils. Nominal fees are charged, and the expenses are generally met by the district authorities or local manufacturers. In 1904, ten peripatetic teachers were thus employed.

The needlework schools of the country now number thirty, and have an attendance of considerably over 6,000 pupils. Many of these schools were started by societies, but most of them have become town property, and are under the official inspection of the department of the Minister of Religion and Education Many of these schools were founded at the request of the different municipal authorities.

Wurtemberg is also rich in other schools for women. There are numerous higher girls' schools, continuation schools, and training schools for poor or orphan girls. Thus every side of women's education is receiving attention, and on every side the women's societies take a full share in promoting their particular branches of the work.

(v.) Grand Duchy of Baden.

In Baden we see both the full power of the *Verein* or Society, and also the greatest extension of domestic training. The elementary and continuation schools are managed by the educational authorities. As mentioned previously, attendance at the latter for three hours weekly is compulsory for one year after leaving the primary school. As in the VIIIth classes in Bavaria, this opportunity has been seized to introduce domestic training for girls and different forms of technical training for boys. School kitchens

are not yet provided in every country district, but the system is almost universal, and has the advantage over Munich in that, being compulsory, all the girls in a district learn housewifery.

The authorities also give their support to some of the more advanced schools, but these are founded and managed by the Society of Women of Baden, under the active and untiring leadership of the President, the Dowager Grand Duchess of Baden.

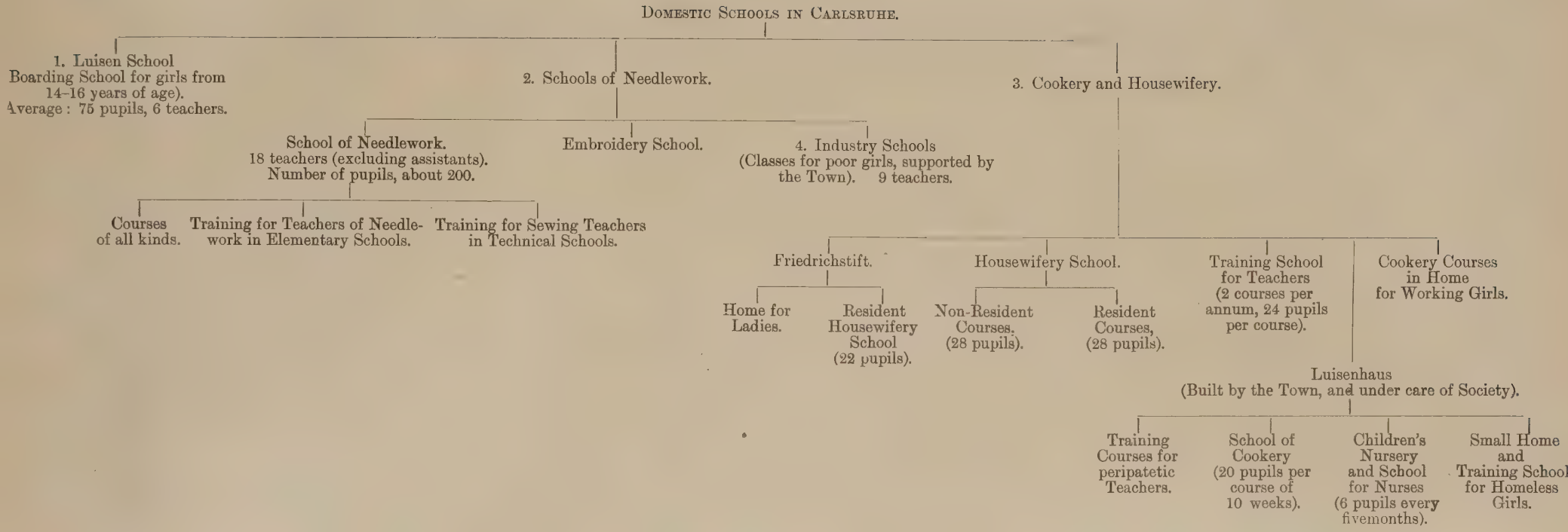
The Grand Duchy, with upwards of 2,000,000 inhabitants, has 347 branches of the Women's Society, with a membership of 61,149 (*see Report* 1904). These branches control forty sewing schools with more than 2,500 pupils, in addition to nearly 200 detached courses in each year for cookery, ironing, mending, dressmaking, etc. There are ninety-four institutions for the care of children and 150 for the care of the sick. Altogether 305 nurses of all grades are employed by the society, which cares for upwards of 35,000 invalids either in the hospitals or at their own homes. Some branches also undertake rescue work, relief work, and other social enterprises. In Carlsruhe, a town of about 111,600 inhabitants, the local branch of the society has four divisions with twenty-five different departments. These include the State reformatory, hospitals, and convalescent homes, the care of servant girls on the lines of the Metropolitan Association for Befriending Young Servants, people's restaurants and nurseries, a commercial school, employment bureau, etc. The divisions dealing with domestic training are summarised in the plan on the opposite page.

In addition to the above-mentioned institutions there are sixteen elementary schools for girls, where twenty-eight needlework teachers and ten cookery teachers are employed. The six school kitchens are used partly for continuation schools, partly by girls from the highest class of the elementary schools. Nine sewing teachers are engaged in the four "industry schools," and there are six in the three institutions where school girls may come for the free hours after morning and afternoon school when their mothers are obliged to go out to work and their homes are closed to them

The mere list of all these institutions for training girls is imposing. One fact remains which may well fill English readers with envy—the schools are always full, and there are generally pupils waiting their turn of entry, especially for the cookery classes.

(vi.) Austria-Hungary.

Austria is especially remarkable for the number of sewing-schools which are to be found in the different towns and villages. In 1903, 263 of these schools had obtained official sanction in Vienna alone, and there were about 1,900 in the whole Empire. They are mostly private undertakings, and many of them have very few pupils, so there must be a certain amount of variation from year to year in the exact number of schools. Most dressmaking establishments add a room where pupils can learn dressmaking for home use, and many schools in different parts of the country belong to the various orders of nuns.


Domestic Schools in Carlsruhe.
1. Luisen School
Boarding School for girls from 14–16 years of age).
Average: 75 pupils, 6 teachers.
2. Schools of Needlework.
3. Cookery and Housewifery.
School of Needlework.
18 teachers (excluding assistants).
Number of pupils, about 200.
Embroidery School.
4. Industry Schools
(Classes for poor girls, supported by the Town). 9 teachers.
Courses of all kinds.
Training for Teachers of Needle-work in Elementary Schools.
Training for Sewing Teachers in Technical Schools.
Friedrichstift.
Housewifery School.
Training School for Teachers (2 courses per annum, 24 pupils per course).
Cookery Courses in Home for Working Girls.
Home for Ladies.
Resident Housewifery School (22 pupils).
Non-Resident Courses. (28 pupils).
Resident Courses, (28 pupils).
Luisenhaus
(Built by the Town, and under care of Society).
Training Courses for peripatetic Teachers.
School of Cookery (20 pupils per course of 10 weeks).
Children's Nursery and School for Nurses (6 pupils every fivemonths).
Small Home and Training School for Homeless Girls.

To face page 14.

Even after deducting the large number of insignificant schools, there remains abundant opportunity for the daughters of this deft-fingered race to be trained in every branch of needlework, and though the advantage of a trained teacher is not yet universally recognised, the innate art of the Austrian does much to supply a deficiency which is gradually disappearing.

Vienna.

The most famous technical school for girls is the institute of the *Frauen-Erwerb-Verein* in Vienna. This school was founded in 1866, and gives training both for trade and for home life. The accuracy and daintiness of the sewing must be unrivalled, even in Paris. Needlework is at present the only domestic subject taught generally in the elementary schools. It is true that lessons are supposed to be given on food, clothing, housing, etc., in the upper division, but as no time may be allowed for domestic economy as a separate subject it is to be feared that the regulation is not very effective.

The lessons in knitting and sewing occupy from three to six hours weekly, and a skeleton plan is issued for them. The different districts are at liberty to expand this plan according to the sizes of the schools and local needs and customs (*see Appendix B. II.*). Contrary to German practice, the children begin by learning to crochet. In Vienna, considerable dissatisfaction is expressed with the results of the elementary school methods in this respect, and it is probable that the programme will be shortly materially altered.

Vienna offers an instructive object lesson to the student of educational history. The city has long shared in the current of thought which has led to the finished arrangements for domestic teaching of which many German cities are so justly proud. Owing perhaps to the peculiar racial constitution and difficulties of the Austrian Empire, progress in this direction has been more spasmodic, and side by side with some of the oldest technical classes for girls in Europe, such as the school already mentioned, we find still operative the old-fashioned methods of "practice schools" in contra-distinction to methodical instruction.

These schools are always the kitchens of restaurants or other large establishments, and in some cases the proprietors are endeavouring to re-model their plan of instruction, and so to bring it more into accordance with modern ideas. The Society of Housewives has a cookery school for thirty or forty pupils, which was founded in 1884. It is attached to a restaurant, and is conducted by a head-teacher and four cooks. In 1892, the first free evening cooking class for working girls was started by Dr. Migerka and his wife. In this school seventy-four courses of three months' duration have now been held. Both here and in a similar school belonging to another society, twelve pupils are taken in a course, and they come on five evenings in the week after working hours. This example has now been followed in nearly twenty other towns, but the schools are generally supported by private societies or by large factory owners. To return to Vienna, there is one upper-class boarding school where much time is given to domestic subjects. It

might be called a finishing school, and was started by Madame Von Petravic in 1904. Ordinary subjects are taught, but the extra domestic course seems to supply a want and also gives better training for intending teachers than has up to the present been obtainable elsewhere in Austria.

Budapest.

In Budapest there is a cookery school for ladies, which belongs to a society, and has been established for some years. The educational authorities have recently built a fine school for girls, where continuation, commercial and technical classes are held. Here girls can enter on leaving the primary school at the age of twelve, and be trained as dressmakers, or needlewomen, or simply take one or more courses in different kinds of sewing and machining. These girls are divided into groups of ten, and each group cooks two or three times a week. A charge of 3d. is made for the meal, and the arrangements, if somewhat simple, are in accordance with modern ideas regarding the teaching of this subject.

So far as domestic teaching is concerned, the Austrian Empire is chiefly remarkable for the country housewifery schools, arranged specially to give a farmhouse training to the daughters of the better class peasants.

There are about twelve of these schools in different parts of the empire, four being in Bohemia and two in Moravia. Most of them were founded by agricultural societies and are under the control of committees and teachers; the latter are generally practical experts but untrained as teachers.

Indeed, in all the schools described here, in Austria the great obstacle to progress lies in the fact that it is almost impossible to secure efficient teachers who have learnt their work. Some women who are "teachers by nature" have been most successful, but no provision has been made for the training of teachers, and as the Viennese, Hungarian and Bohemian kitchens are in each case peculiar to the country, it has been thought impossible to import help from Germany. In 1906 the Union of Hotel-keepers combined with the school authorities to meet the want, and added to their already existing cookery school a training course for teachers. The programme covers one year and has been most carefully drawn up It appears to be somewhat overloaded, but it is naturally too so on to form any opinion as to the work or merits of this school. It is to be hoped that its foundation will give both a stimulus to more effective teaching throughout the country and the possibility for carrying such teaching into effect.

D.—State Aid.

The question of State-aid and government has not yet assumed much importance in Austria; the following remarks, therefore, apply chiefly to Germany. Where there is so much diversity of arrangement in control and teaching, the part played by the State in this branch of education has a distinctly unfinished aspect.

Where there is domestic teaching in the elementary schools, the

school authorities of the town in question make all arrangements. They decide what kind of training is best for the teachers and appoint an inspectress. Generally, the teachers are trained in the nearest training school, and in Cologne, Strassburg, Cassel, and other towns the head of this school is responsible also for the inspection of the elementary school kitchens. In Carlsruhe, a special inspectress has been appointed for housewifery and needlework.

With regard to the higher technical schools, the regulations are more fragmentary. Country and town schools are subsidised by different departments of the Government. Grants are not regulated by any general law, as is the case in Belgium and Switzerland. The State grants are made chiefly by the Departments for Commerce and Agriculture, and are apparently in the form of a large subscription. Specimen accounts of a housewifery school are given in Appendix A (*see p.* 87). Similarly, there are no national regulations for the training of housewifery teachers, and this duty is nowhere undertaken by the State. In some places, the need of special training is not even recognised and women who are technically expert are appointed as teachers. Though this cannot be generally recommended from an educational point of view, some of the older schools owe their career, position and success entirely to the whole-hearted devotion of such teachers, who, without special training themselves, have realised the possibilities and importance of their work, and possessed the natural gifts necessary for its development. On the other hand, among the young pupils in an elementary school the influence of the training school is very powerful, and the teachers from the best of these schools certainly excel in their power of interesting the children and rivetting their attention during the four hours which are usually set apart for a housewifery lesson.

Before 1900 every training school made its own regulations for the instruction and examination of the students. In Wurtemberg and Baden the State now recognises the rules thus instituted by the women's societies and requires their diplomas from all technical teachers. In Bavaria the reverse has happened. The municipalities have been in great need of teachers and this forced them to accept slight qualifications. The private societies are therefore seeking to improve on the Government regulations.

Finally, in 1902 the Prussian Education Department recognised housewifery as a subject of instruction and issued examination regulations for teachers. These regulations are now adopted by the various local authorities and societies in Prussia. Though it is the opinion of many that they leave much to be desired, it is an advantage to have a uniform standard which is accepted over a great part of the empire, and it gives girls holding such diplomas a wider field for their energies than is possible where the diploma is only accepted for a certain district.

II.—TEACHING OF DOMESTIC SUBJECTS IN ELEMENTARY AND CONTINUATION SCHOOLS.

A.—Needlework.

It is safe to assert that wherever there are elementary schools for girls and a woman is in any way available, knitting and sewing are a necessary part of the curriculum. Among Germans and Austrians sewing still occupies a position that may seem old-fashioned to the average Englishwoman, but the teaching in the elementary schools is not dissimilar from that given in England, while one might say that the results show even more similarity.

Prior to 1860 sewing was not a class subject and there was no methodical instruction. Each girl chose her own work.

About this time, just as the philanthropic societies were started simultaneously in different places, so, in the minor matter of needlework, it occurred to three or four widely separated people that sewing would be better taught if simultaneous class teaching were adopted.

Rosalie Schallenfeld, the head mistress of a private school in Berlin, gave the first suggestions for the new method in her book "Sewing as Class Instruction" (*Handarbeit als Klassen Unterricht*) which speedily attracted notice. Here she worked out a plan for instruction as systematic and continuous as that given in other subjects, and this plan proved to be the foundation of the system now in vogue in the north of Germany.

About the same time Elizabeth Weissenbach was training poor girls in Zürich as seamstresses. With the help of a friend she worked out a similar plan, which she published in a little book on the systematic teaching of sewing and domestic economy. She was subsequently invited to Baden, where she helped in the organisation and founding of some of the earliest technical schools for girls.

The third person to introduce a method for teaching sewing was school-director Buhl in Wurtemberg. He introduced the Tact or Time method, which is still employed to a certain extent in Carlsruhe, though it is now little used elsewhere.

According to this plan, the children learn their stitches according to time, naming in unison each movement as they make it. Sixty little girls chant thus in a monotonous sing-song over their knitting: Needle through, thread taken, bring it back, take it off. It is claimed for this method that it prevents the formation of slovenly habits of work and keeps a class together. At the same time it soon becomes mechanical and has none of the real pleasure-giving properties of the kindergarten songs which teach the little ones in many English infant schools how to thread and hold their needles, wear their thimbles, or handle the scissors.

Methodical instruction was introduced about the same time in Vienna, and here again it was originated by men, chief of whom was Herr Godin.

In 1892 these ideas had made so much progress in Germany that ministerial recommendations on the teaching of sewing and the examination of teachers were issued (*see p.* 76).

Method and Programme.

The method of instruction varies little in different parts of Germany. Though sewing is a compulsory subject for every student who qualifies for her teacher's diploma, the needlework instruction is in the hands of special technical teachers wherever it is possible to secure their services. This is noticeably the case in the large towns, where differentiation of work among the members of the teaching staff is easily arranged. A great many teachers only teach needlework, but others vary their work after qualifying as drilling or housewifery teachers. Even in small country towns a technical teacher is often appointed who can take charge of the continuation school or similar classes for cookery, and teach drilling and some of the sewing in the primary school and thus fill her time, while the children have the advantage of her specialised training.

Teachers are provided with a large blackboard and generally with demonstration frames. The latter are strung with coarse yarn, and every stitch required in sewing or mending can be shown on them before the children themselves attempt to sew. The lessons are generally given in an ordinary class-room, but in large schools a bright and light room may be devoted to sewing alone. However, it rarely differs from the other class-rooms, except that a small closet or large cupboard is provided for the storage of work and materials.

All the children have sewing cushions, such as are in this country chiefly used by upholstresses. In Carlsruhe, long narrow cushions are laid along the edges of the tables or desks. The work is laid over these cushions and, when necessary, pinned to them. The smaller weighted cushions used in other schools also serve to secure the work and so to keep the long seams, hems, etc., flat and even.

When the little girls first begin their knitting lessons they are six or seven years old. Each child has to provide a bag or basket for her work, and in some places a small cloth to protect it from dirt. In Strassburg the orders are very precise, and every child must bring a basket with a lid. Of course all these receptacles are marked with the pupils' names, and in general they show evidence of much care on the part of mothers who want their children to make a good appearance at school.

The children have nearly always to pay for their own materials. Sometimes they bring them from home, but very often the teacher keeps a store of the prescribed articles, and extra time is allowed her for the necessary shopping. In cases of extreme poverty exceptions are made, and in Alsace-Lorraine the materials are generally free.

"Hand-work" (*Handarbeit*) is the term used in Germany to

include sewing, knitting, crochet, etc. As this term has a wider meaning in English it might be misleading to use it here, and therefore the narrower name of needlework is adopted and used to include knitting and crochet.

In all classes of schools quiet is insisted on during the needlework lessons, and the German regulations forbid reading aloud, the practice of conversation in foreign languages, or any other diversion. In Austria reading aloud is permitted if it does not interfere with the work.

In different states and different school years the sewing hours vary from two to six weekly. Four hours may be taken as the general weekly average, and a lesson usually lasts two hours. This seems rather a long time for the little ones who can only do plain knitting, and some schools start with an hour. However, no strain was apparent in the classes visited.

Simultaneous or class teaching is universal. The children start each new step together, and, where the time-method is popular, they practise in unison. To such an extent is this simultaneous teaching carried in Carlsruhe that all the teachers in the town have to keep the corresponding classes together. The lessons are arranged at a monthly conference, and thus the inspectress knows fairly accurately what is being taught in every needlework class in every elementary school on any given day.

Of course, in every class there is great variety of ability, and therefore each child has some extra work (*Nebenarbeit*) with which to fill up the time if she gets ahead of her companions. This gives opportunity for extra practice in difficult stitches, and also for simple ornamental work, such as crochet edgings, etc.

As in England, very fine materials are forbidden, but the different kinds of darning which have long been given up in our primary schools are still taught in Germany, and the programmes seem therefore rather overburdened if girls under fourteen years of age are not only to learn but to practise and remember every detail of their work.

Many different programmes are issued, but in the end all the German and Austrian children get through much the same amount of work. The division varies, the samplers are more or less elaborate, the garments made in the upper classes suit the fashion or, in the country, the costume of the locality, but in essentials the sketch of a plan given here will give a fair idea of the work carried out by all German girls between six or seven and thirteen or fourteen years of age. Knitting, crochet, marking, sewing proper, mending, and the cutting out and making of simple undergarments are the chief divisions of the work. A few years ago, five or more complicated samplers were still expected from every girl. The present tendency is to dispense with the sampler as much as possible, and much ingenuity is shown in adapting the old sampler work to some useful purpose. This has had an excellent effect on the children, and has added greatly to the interest taken in the sewing lessons.

The first two years, and sometimes part of the third, are devoted to knitting. The different stitches, *i.e.*, plain and purl stitch, reduction and increasing, and sometimes various fancy stitches, are taught in the first year, and a strip showing them all may still be seen in some schools. In others, eighteen of the strips are sewn together to make a child's petticoat. Sometimes they are made into cuffs or comforters or kettle holders. Perhaps the most practical application is to be found in Carlsruhe and Stuttgart, where they are made into a very simple washing glove. As the children have to learn how to use these gloves and thereby hear something about the care of the skin, and the importance of cleanliness, hygienic instruction of a kind useful even to the average well-nurtured German child is introduced more forcibly than would be possible in an ordinary theoretical lesson.

The second year is devoted to the stockings, which in one way or another also act as secondary work through all the succeeding classes. First they have to be hand-knitted from beginning to end, then in succeeding years new heels and toes have to be knitted in, plain or English darning practised, Swiss darning or darning according to the web, perfected until only a slight extra thickness shows where the hole has been, and, finally, stockings and socks of every size and for every age show that the children have thoroughly mastered the subject. The cheapening of knitting machines and of woven stockings has not yet made much impression on this kind of work in Germany, but one wonders how long the old custom of home-production will hold its own against the competition of the cheap ready-made article.

The whole or part of the third year is also occupied with stockings, this time with ribbed legs, and perhaps knitted repairs are also learnt. In some schools the crochet or the marking samplers now make their appearance. A square of crochet work is made, showing various different patterns and a crochet edging is added, either of white or scarlet. The marking or canvas sampler is familiar to everyone. Different kinds of letters, figures, and ornaments are executed in different stitches. Cross-stitch is learnt perfectly and a foundation is laid for various other stitches which are more commonly used on plain materials. Sometimes the children are also encouraged to invent patterns for themselves.

Ordinary sewing is taught from the fourth or fifth year, when the children are ten or eleven years of age. Coarse white linen is used, and in many places the sampler is simply a combination of various stitches, which are introduced with great ingenuity into about three-quarters of a yard of material. Straight and cross seaming and oversewing, hemming, herringbone stitch, tucking, back-stitch, button-hole and blanket-stitch are all shown and a broad hem is made at one end for button-holes, eyelet-holes, and the sewing on of hooks and eyes, loops and strings. Some teachers even contrive to add gathers and pleats, but this is more common at a later stage, when dressmaking is begun. In Baden and parts of Bavaria this sewing-sampler is later transformed into a really pretty apron.

A deep hem-stitched border or a frill is added at one end and the other is gathered into a narrow band. The seams, etc., are so arranged as to ornament rather than disfigure the whole, and the children have the pleasure of using their work instead of laying it by for occasional admiration.

The fifth to the seventh years are very busy. Not only must all the different kinds of patching and mending be learnt and practised, but simple chemises and other kinds of underclothing are cut out and made. The patterns are also entered and described in exercise books, in order that the children may be able to repeat them later. Everything is made in the right size for the workers and all articles are nicely finished and marked. The moments for "extra work" also provide crochet edgings for the chemises.

In Strassburg and some other places optional mending classes are provided either by the town or by private people; the children bring worn garments from home and have extra practice in applying what has been learnt at school.

If there is an eighth year, machine-sewing is begun, and in some places time is found for a white embroidery sampler showing the most usual kinds of scalloping and of raised marking.

Altogether a very great deal of work is expected during these years, and many teachers find it difficult to get through the whole course. Beautiful specimens of children's work are shown at exhibitions, etc. The average production is by no means unlike a piece of work from the same stage in any English council school. There is the same difficulty in securing regular stitching, the same difficulty in keeping the work clean. In view of the greater simplicity of the English course and the longer time over which it is spread English girls ought to attain greater facility in what they actually learn than their German sisters. Here the deeply ingrained housewifely spirit of the people undoubtedly comes to the aid of the German girl.

How much the pupils remember depends chiefly on individual capacity. When they go into a more advanced school of needlework it is generally found necessary to recapitulate at least the sewing sampler. Many teachers go over the whole ground covered in the elementary school, with the exception of the knitting. The average opinion among the more advanced teachers seems to be that, given average ability, a good foundation for future proficiency is laid in the elementary school, but that further training is necessary if a girl is to attempt successfully the general sewing needed in an ordinary household, whether artisan or middle-class.

The ordinary traveller in Germany, accustomed to the woe-begone appearance of the children in the poorest streets of English towns, will see at once that the German women do not entirely give up sewing. Ragged children can be found even in Germany, but their rarity shows that few women lay aside sewing altogether after leaving school, and it must be confessed that the art is often lost entirely by an English girl who has to undertake the rougher kinds of factory work from the time she leaves school.

B.—Cookery and Housewifery.

(i.) *Methods.*

Cooking, lessons on food-values, cleaning, hygiene, washing and ironing, in so far as they are taught in German elementary schools, are all combined in the weekly half-day spent in the school kitchen. As we have seen, every year increases the number of German towns which have added these subjects, combined under the name of housewifery, to the curriculum of the elementary schools. The old controversy as to the value of such instruction is not dead. There are still many educationists who assert that such lessons are waste of time, and that the children are too young to remember and to benefit permanently by the few lessons for which the elementary school can give the means and the time. Many advocates of this instruction share these misgivings to the full, but find them more than counter-balanced by the dread of a more extended decadence of home life and comfort among the working classes. It is urged that even a smattering of knowledge is an advantage to a girl, and the only way to ensure that she gets it is to take away from the lessons any permissive character and combine them with her compulsory education. The bravest are those who go further, make a continuation school compulsory and so give the lessons at a slightly later age, as in Baden and parts of Bavaria, as also in Solothurn and other districts in Switzerland. Quite apart from the increased ability to grasp the technical subjects taught when daily life is already in close contact with them, the compulsory continuation school has great social value. It, so to speak, bridges over the gulf between school restraint and the self-control which should come with adult years. It provides a time of partial restraint and adherence to rule and order, the want of which is so dangerous to many English boys and girls who receive at one stroke their full freedom, and partial, if not complete, independence in life.

Both in the elementary and in the continuation schools, lessons and kitchens are arranged on the same plan in every part of Germany, as well as in Belgium, Switzerland, Sweden, etc. Closer inspection reveals, in Germany, certain underlying differences which give considerable variety to the teaching. These technical lessons are governed by two ground theories. The older is the idea worked out by Fräulein Foerster in Cassel. According to her followers, children of thirteen are too young to become cooks, and, moreover, to train cooks is not the province of the school. The educational aim of the teachers is to rouse interest and to bring the ordinary lessons of the school into touch with actual life. All the natural science, geography, arithmetic, etc., learnt in earlier years must find practical application in the school kitchen. Housewifery is to be the educational subject which sums up all these, just as the English schoolboy finds in trigonometry a practical application of his algebra and geometry. According to this idea, the amount of food cooked and the number of recipes learnt become of minor importance. The reasons for cooking, the relative values of various

ingredients, and the fundamental rules for dealing with them are the ground work of the lessons, and the kitchen becomes a sort of school laboratory in which habits of order, cleanliness and promptitude are indeed learnt, and in which a foundation is laid that should enable the children later to attempt any more advanced technical work that they may wish to learn. It aims at preparing them to become housewives when years and strength shall have given them the requisite physical and mental capacity, but its supporters assert that little girls of fourteen cannot be either cooks or housewives, and that any attempt to overburden their minds with the necessary technical knowledge results in a process of memory and not of deduction, and that the whole is apt to be lost in the course of the two or three succeeding years.

Accordingly, very simple dishes are cooked, and during the earlier part of the year only one dish is allowed at each lesson.

The syllabus of instruction issued for these housewifery classes is given on p. 90. It will be noticed that the children are reminded at each fresh step of the corresponding lessons in the lower classes.

This method is too slow for many authorities, and, particularly where this kind of teaching is rather new, we find the kitchens ruled by an idea diametrically opposite to that prevalent in Cassel. The children are too young to understand much theory, and the opportunity is too precious to be wasted in mere discussion. Here is their chance to learn to cook; let them do so and have all the practice possible. Thus the children are taught in Strassburg, in Cologne and the neighbouring cities, and, to a lesser extent, in Bavaria also. In Cologne or Strassburg a complete meal is cooked at every lesson, and in Cologne the children dine at school on cooking days, coming to the kitchen at 10 a.m. and going back to school at 2 p.m., and already at the second or third lesson two or three dishes are simultaneously prepared under each system. Under all systems the recipes and accounts are written out and the why and wherefore of every stage in the process is always carefully explained.

There are many schools which hold an intermediate position between Cassel and, for example, Cologne. Chief of these is Carlsruhe, and, as the Carlsruhe Seminar has been training teachers since 1883, its influence is widely spread, though every teacher finds that methods must be adapted to suit each fresh district. This applies especially in Germany, where the different States have so long been separate and individual, not only in government, but also in costume, food, and many of the minor customs of life.

Whatever the advantages of the two systems may be, it is evident that the Cassel method of teaching is a great strain on the teacher. The children must be interested and kept attentive for four hours, and the less the practical work the more difficult would this seem to be. Possibly the fact that the very best of the Cassel-trained teachers are installed in the local schools may help to account for the pleasure and unflagging interest shown by their pupils. Whatever the cause, any signs of weariness and inattention observed in the course of the present inquiry have been found in the kitchens where the more crowded programme is adopted. This seemed

at first very surprising, but after all the children are likely to be more interested where they have only to do what they thoroughly understand, and a class of girls of twelve or thirteen who cook stuffed veal (calf's breast), "salted potatoes" and spinach at the third lesson, as was seen in one elementary school, can hardly be expected to do more than commit the recipes to memory, careful as the teacher was to explain all that was done.

Naturally, all the authorities make equal claims regarding the after use of their particular plan of teaching. Evidence has been obtained from other sources which inclines one to the belief that the necessity of cooking a complete meal at every lesson from the first onwards leads to much after-forgetfulness. The Baden schools seem to show very good results. In Cassel it is significant of the value attached by the parents to the housewifery lessons that since all girls who succeed in reaching the highest class have had this privilege, there have been far fewer applications than formerly for the German equivalent of the English labour-certificate.

In this connection it is interesting to quote the opinion of one of the most experienced authorities in Switzerland, where each kind of teaching has been fully tried and where the after-results can also be carefully compared by the inspectresses in the course of their visits to adult schools and classes. Like most others, Swiss ladies started by thinking the Cassel method rather overdone, and a reduction of theory with an increase of cooking much to be desired. Experience has led them to the same conclusion as that gained by the writer in the course of watching the varying degrees of fatigue in the little pupils in the different States, viz., that the preference must be given to a plan of instruction which is inductive, where each step follows naturally from the one before it and, above all, where the progress is sufficiently slow for every point to be thoroughly mastered and comprehended. Such advantages the Cassel method undoubtedly has, but it needs an exceptional teacher to make it really operative, and it has many opponents who find it too ideal and scientific for the needs of daily life and untalented pupils.

A specimen lesson offers no great points of difference from similar lessons in other parts of the Empire. The class consists of sixteen to twenty-four children, twenty-four being the usual number, though it is occasionally exceeded, and in Saxony as many as forty children are put under the care of a teacher with an assistant or a pupil-teacher. Where there are only twenty-four children, the teacher has no assistance. In any case, the pupil teacher system is seldom favoured in Germany, though students in training are often expected to conduct a class in the presence of their critical comrades.

In arranging the lessons, their practical application at home is always borne in mind. The school kitchen is to resemble the home in every detail possible, and stoves, utensils and furniture, as well as the dishes cooked, are to be such as are familiar to every child present. To carry out this idea, the children always work in groups or families, four or six being the usual number in each group.

The members of a group are numbered (one to six or one to four) and, during the lesson, each number has certain duties attached in order that the general work, cleaning and order of the kitchen may be learnt. In most elementary schools the children change their numbers once a month. In Baden the division of duties for four groups of six children is based on the following plan :—

	Before the Lesson.	During the Lesson.	After the Lesson.
1.	Fill the water-well and can. Lay the fire.	Keep up the fire. Keep the floor clean. Fetch and return the necessary provisions from the store room.	Sweep and clean the floor. Put away brush, pan, and dusters.
2.	Fetch coal and wood. Cut up wood.	Lay and clear the table. Say Grace. Take all refuse to the box provided.	Collect the crockery for washing. Clear the stove and empty the water-well ; clean the brass rod and knobs. Rub and wash the hearthstone.
3.	Arrange the writing materials and attend to the ink pots.	Keep the table clean, and cover it with paper for writing. Give out and collect exercise books. Dish up.	Clean the table, wash the stools, and put them on the table. Clean the "selling table" and wipe the cupboard shelves.
4.	Fetch the water for the stove in a pail.	Keep the pail full of water. Keep the kettles, etc., in order.	Wash up the crockery etc. Clean the sink, etc. Wash out and hang up the kitchen cloths.
5.	Attend to the crockery cupboard. Go with No. 2 to the cellar and carry the lantern.	Get out the crockery, empty it, and put it out of the way.	Wipe the crockery, etc.
6.	Do the shopping. Give out towels. Receive the purse and count the money.	Make up the accounts. Shopping. Keep the purse.	Count the money and return the purse. Put away crockery, etc. Hang up the towels to dry. Clean the floor.

In cooking the children generally work in pairs. Each pair then prepares a complete meal if possible, and only at the end are the two or three portions put together to make one dish for the group. Another plan is to make each pair responsible for one dish.

The duties connected with the actual cooking are divided afresh before each lesson. The lesson begins with a description of the menu for the day, and the hygienic teaching arising from it. The food value of the ingredients, their origin, cost, preservation and adulteration are all treated, and as much of the lesson as is possible is conveyed by means of question and answer. Then the recipes must be dictated, the quantities and cost entered in the account books, and some recapitulation generally takes place. In Munich most of this theory is given in a distinct lesson and the children have more time for practical work. When space permits, a small garden is attached to the school, where each child has a tiny patch in which to grow some kind of vegetable.

The theoretical part of the lesson is divided according to the practical work necessary for the day. At one point the teacher stops while the fires are lighted, water fetched, etc. Whenever a natural pause occurs in the cooking, part of the theory occupies it. As soon as the dishes are ready the tables are laid, and the children sit down according to their groups, grace is said, and the food is served and eaten. Afterwards a most vigorous and thorough cleaning-up occupies the last hour, if not longer.

Considering the relaxation of the meal, the four hours usually devoted to a housewifery lesson do not seem too long for the children. The demonstration lesson, as understood in England, is entirely absent. The teacher does a little informal demonstration as occasion arises, but the English observer cannot but note with surprise the entire neglect of this assistance to teaching which prevails in all classes of technical schools for girls in Germany.

On the other hand, the inclusion of the meal seems to be an unmixed advantage, which might perhaps be combined with the English practice of selling the dishes for the children to take home. The latter plan enlists the interest of some of the parents, but to taste all that you have cooked has its educative influence, especially on young children.

The arrangements regarding shopping vary considerably. Unless the market is close at hand the teacher generally attends herself to the general shopping and only takes her class, or a detachment of it, under particularly favourable conditions. At other times "No. 6" is sent on any extra errands. The teacher also weighs out most of the provisions required before the class assembles. Sometimes a class that has finished early is allowed to prepare for the class coming next day, by weighing out and making up the necessary packets of flour, sugar, etc.

Either the teacher or two children appointed for the purpose often "keep shop," sell the groceries and account for the money received. In any case, the children have to keep the accounts and understand the cost of everything they use.

(ii.) *Syllabus and Cost.*

In arranging the menus for the housewifery lessons in elementary and continuation schools, the home circumstances of the

pupils are continually borne in mind. At all costs must the teachers avoid fostering luxurious tastes in their pupils, and where such additions are made as syrup sauce to a blanc-mange or sultanas to a bread pudding the teacher not only points out the possibility of doing without these luxuries, but she also proposes various cheaper substitutes for giving the additional flavour which the younger brothers and sisters at home may be supposed to require. In Cassel about 250 marks or £12 per annum is reckoned for the expenses of each cookery class and the teachers find this an ample provision. Where more practical cooking is attempted the expenses are greater, but the meals are free in almost all these schools. In Alsace-Lorraine the peasantry are said to be richer than in Baden and better food must therefore be provided if the children are to be able to cook for a household later. In part of Schaumburg-Lippe, where the old yeoman class still possesses the land and large estates are unknown, a simple housewifery school has been closed because the rich peasants insisted that their daughters should enter the more expensive school which had been opened close by for girls of the upper classes.

In schools where " a complete meal " is cooked the menu usually consists of either soup and meat, or meat and vegetables, or else soup or meat is cooked with some kind of pudding, but pudding is by no means a necessary constituent of a complete meal.

The teachers usually have considerable freedom in the choice of dishes. A list of main subjects is issued and round each subject suitable meals are grouped. The teacher can then choose the exact dishes according to the state of the market and time of year. Thus we have preliminary lessons on the care of the stove and utensils. These are followed by lessons on milk, meat, vegetables, grain, fats, starches, fruit, etc., etc. The chief subject for the day has also most prominence in the practical work, but suitable additions are chosen in order that the children may never lose sight of the hygienic necessity of a varied diet. In Carlsruhe the housewifery is as strictly organised as the needlework, and two menus are chosen for each week and no further choice is permissible in any class. This ensures uniformity of teaching and enables the inspectress to watch the classes more carefully, but the method would have disadvantages for teachers who are accustomed to a less circumscribed *régime*.

In Munich and Strassburg, where " complete meals " are the rule, the average cost is between 4d. and 6d. per head.

In Baden the cost is often as low as 2d. or 2½d., but here the needs of a poorer public must be borne in mind as the teaching, being compulsory, reaches the very poorest, and not only the children of the superior artisan who can afford to allow his child an extra year at school, as is still the case in Munich.

According to information supplied by the courtesy of certain trades union officials in Stuttgart, the average earnings of a skilled working man in the hardware trades amount to about 24s. a week. Overtime is paid at the same rate, and though, of course, many

men can earn 30s. or more per week, a greater number sink below the 24s. and are in the same circumstances as the English unskilled labourer with his irregular 18s. to 20s. a week. Most of the wives do some kind of home work, the most usual in this particular district being machining for the underclothing factories. With hard work they can earn about 7s. a week in this way, but it must be remembered that these women belong to the skilled artisan class among whom the standard of home comfort and cleanliness is high, cramped as the dwellings necessarily are. In consequence women rarely earn as much as the 7s. if there are young children. As soon as the children are old enough they must help in the house in order that the mother may be free to work. Rents and taxes for two or three rooms and the share of a kitchen vary from 4s. 3d. to 11s. 3d. a week; in Berlin, roughly speaking, each room costs 3s. per week. Where the man lives outside the town and consequently pays a lower rent, much of the pecuniary profit is lost through travelling and the necessity of dining at a restaurant. The women of the labouring classes reckon to spend about 10s. a week on food. In a family consisting of a man and wife and two children, and reckoning the two children as one adult, this gives barely 6d. per head a day for food, and in the German food market 10s. has little if any greater purchasing power than in England. From these figures it is clear that the schools with their 2d. dinners are well calculated to meet the home needs of their scholars. Skilled workmen can afford a larger sum per head, but it is proportionately easier to plan school meals to meet the larger income.

In Cologne, in three or four schools where the children were cooking for the second time, all the classes were dining off different kinds of sausages, with the addition of potatoes prepared in various appetising ways, and, in one case, of the well-known *Sauerkraut*.

The Carlsruhe 2d. dinners naturally all consisted of almost the same dishes at the time when the classes were visited, and the children were cooking a kind of dumpling made from groats, egg, and bread-crumbs, and eating it with stewed prunes or other preserved fruit.

A more expensive meal in Munich was arranged as follows for a class who were nearing the end of the school year:—

Menu for 4 to 5 Persons.

Liver-dumplings in Soup.		Beef.		Green Beans.	
	Pf.		Mk.		Pf.
½lb. bullock's liver	22	1½ lb. beef	1·03	¾ lb. beans	15
Suet	5	1½ litre water	–	25 gr. butter	6
Onion, parsley, or marjoram	2	Seasoning (onion, etc.)	2	3 dessert-spoons flour, 1 of vinegar, salt and pepper	3
6 stale rolls	12				24
¼ litre milk	5			5 rolls	10
1 egg	6				
½ dessert-spoon salt and water	–				
	Pf. 52		Mk. 1·05		Pf. 34

Total Mk. 1·91, or nearly 2s. per group.

There were only eighteen children in the last-mentioned class, but the teacher always shares the meal, and in this case the head-master of the school was also invited. Only one meal was cooked at each stove, and one girl in each group watched the cooking of everything, though the others did the mixing and preparing. Towards the end of the course most teachers give one or two lessons on preserving. This is very necessary, as the artisan's wife is in many parts of the country still expected to preserve fruit, vegetables and eggs for the winter, and nearly every dwelling is provided with a cellar for the storage of potatoes, fuel, etc.

(iii.) *Equipment.*

The earliest school kitchens were very humble affairs. Some are still to be seen in the older schools or in country districts where it is very difficult to secure the extra funds for any innovation. In the modern schools every effort is made to make the kitchen as perfect and as attractive as possible. A room in the basement or on the ground floor is generally selected, but it must be well-lighted and airy and there are often windows on two sides. The floor is tiled or covered with a thick linoleum. The latter plan seems to be preferred by the teachers, as they find it easier to keep clean. Many of the old kitchens still have wooden floors.

Where possible, the pipes from the stoves are carried out under the floor, in order to reduce the heat of the room. A deep dado of tiles, generally white, with a blue, red, or green border, surrounds the room and occasionally reaches to the ceiling. At one end is a small platform, with the teacher's desk and chair, and behind her is the blackboard.

Some modern schools have the kitchen on the top floor, and this plan has great advantages. Not only are other rooms free from the smell of cooking, but the kitchen itself is beautifully light and airy. Such an upstairs kitchen, visited in Cologne, seemed to leave nothing to be desired when once one arrived there. The wide view and freshness of the air offered a strong contrast to the kitchens in neighbouring schools. The kitchen was big enough to have a large extra space free at one end. The floor was tiled, the walls painted white, and the cupboards and fittings were prettily shaped and painted in red and blue. Cream-coloured casement curtains hung at the windows, and though there was no luxury, the whole place had a most attractive air at once of simplicity and homeliness. A good larder and storage for coal and wood were provided on the same floor, also a private room for the teacher, this last being a feature of all the newer schools in Cologne. Above, the roof space was utilised for drying the kitchen washing, while the mangle and irons were in the kitchen. Other towns provide equally attractive rooms, but no basement room can give such an impression of brightness and airiness.

In furnishing the kitchen, the idea of groups or families regulates every detail. There are four stoves, four tables, with six stools each,

four cupboards with their complete sets of utensils—in fact, four of everything, so that each group may be in reality a complete and independent class. The sinks are often only a cold tap over a basin, but many towns have added washing-boards. Where this is not done, the washing tubs stand on the stools by their respective tables, on which the clean crockery and utensils are laid ready for the dryers. Where there are only four children in a group, everything is provided six times in each kitchen, the stoves and tables standing in pairs. The stoves stand in the middle of the room, so that all the children of a group can stand round them, but they are otherwise exactly like the stoves found in the kitchens of the district. In Munich an extra table, or rather set of three shelves, stands by each stove and holds the pastry-board and rolling pin, small brush and dust pan, etc. Most of the utensils are of cheap enamelled ware, though some schools have more than one kind in order that the children may learn all kinds of cleaning and how to preserve the better class articles. The taps are usually between the windows, and in Bavaria the space between them is filled by long narrow tables with a shelf below for pails, etc. Knives, forks, and spoons are kept in the table drawers. In Cassel, for example, each cupboard is furnished as follows for a group of four :—

1 market basket
2 tubs
1 meat dish
1 water jug
6 glasses.
1 salt box
1 sieve
1 basket for wood
6 crockery dishes
6 large plates
6 small plates
1 (blue) colander
1 soup tureen
3 small brown bowls
3 pots with handles
3 iron pots
3 blue pots
3 earthenware pots
3 small pastry-boards
3 large pastry-boards
3 small pans
1 large pan
2 scrubbing brushes
1 nail brush
1 pot brush
1 washing-up bowl
1 brush and dust pan
1 two-litre measure.

Extra utensils and those for occasional use, such as cups and saucers, etc., are kept in a separate room which is provided for the general stores.

In Munich, where as many as three teachers sometimes use the same kitchen in turn, a buffet or sideboard is provided for each class, and in this the groceries and spare crockery are kept.

At least one of the stoves is heated by gas. In some places arrangements are made by which all the stoves can be adapted as gas stoves during the summer.

Each child has two kettle-holders connected by a long string by which she hangs them round her neck or waist. Washing half-sleeves are often worn, and, of course, aprons are compulsory. In the State school at Rheydt-am-Rhein the children cover their heads with neat little crotchet caps, and this gives them a very smart appearance. All these things are generally provided by the pupils, though the school may keep a store to supply occasional deficiencies. Special coarse canvas or waterproof aprons for cleaning and washing up are kept in most schools, and all the necessary cloths, etc., are also school property.

C.—Laundry Work.

The German system of grouping all domestic teaching round the domestic hearth leads, no doubt, to a more complete correlation of subjects than is possible under the English system of separate courses. It also leads to less complete instruction in each branch, and the subject that seems to suffer most is laundry work.

Needlework and cookery rightly hold the most important places in the eyes of practical educationists, but, perhaps, the pre-eminence assigned to these subjects hardly gives the laundry a fair chance. Housework would also be included were the weekly cleaning of the kitchen which takes place after each cookery lesson less thorough. As it is, the ideas of cleanliness and order instilled are probably sufficient to serve for the work of the two or three rooms which will probably be in each girl's charge in later years.

English methods of teaching laundry work do not find much favour in the eyes of the German ladies. The severely simple equipment and methods prescribed in their schools probably point to a desire to keep this branch of teaching more or less in abeyance. This is in some ways a wise provision, for we must not forget that in the German elementary school four hours a week during one school year is the only time allotted to domestic subjects other than needlework.

Following the rule that the children must be responsible for all the work of the school kitchen, it is the kitchen linen which they learn to soak, wash, mangle and iron. Following also the German rule so strange to the English mind that the household is not to be upset by a weekly wash, these lessons in laundry work take place at stated intervals during the year, the towels, table linen, etc., being provided in sufficient quantities to last for several weeks. For example, in the Munich syllabus for continuation classes given in Appendix C., the 14th, 30th, and 37th lessons are "washing days," and the whole housewifery course occupies thirty-seven half-days.

Preparation for lesson 14 is made during the preceding week. Lessons are given on the different materials used in washing, *i.e.*, water, soap, soda, blue and starch. In elementary schools in other German towns this theoretical teaching is given in the kitchen, either in the intervals of the laundry work or in a previous lesson. On washing day the children receive either bread and butter or rolls with a cup of cocoa or chocolate, or a cold meal of sausage and salad or some similar dishes which do not require much preparation. If the lessons are held more often than once a week provision is made beforehand and cakes and biscuits are baked so as to be in readiness. Part of a second lesson is generally given up to ironing.

Special laundries are rarely seen, though sometimes the little room with a stove and copper which has been provided for the school-keeper is called into requisition.

In most schools the tubs are placed on the stools just as usual and the kitchen washing takes the place of the washing of utensils and crockery. A mangle is usually part of the kitchen equipment,

and in these schools no special stove is provided for heating the irons. No "fine ironing" is attempted and the table linen is hardly ever starched. The teacher goes as far as she professes to go; she teaches the daughters of working men to thoroughly cleanse cloths and dusters and the rougher sorts of table linen and to keep the contents of the linen cupboard in order and repair. Valuable hints may be given as to the management of bed and body linen, but the thorough German does not mean to attempt too much for the time at disposal, and therefore laundry work proper is chiefly a subject for more advanced housewifery schools.

D.—Gardening.

In Cassel, Munich, Baden and other towns an attempt is made to combine a little practical botany with the housewifery lessons. Wherever it is possible, each class has its small patch of ground railed off from the playground. A few flowers are tended in the centre, but the growing and use of various herbs and vegetables form naturally the chief subjects of instruction. A special part of the exercise books is kept for the accounts of the gardens, and the times of sowing or planting, the progress of the plants, etc., are all described. In Cassel, for example, the school year begins in the spring, when there is a great deal to be done in the garden. At this time the children are not ready to do much cooking and it is easy for all to adjourn to the garden for a little while on fine mornings. As the summer advances, in the natural course of things, the garden requires less attention and the kitchen more.

E.—Hygiene.

The hygienic part of the teaching is so closely combined with the practical work that perhaps the best idea will be given by a description of one or two lessons heard by the writer.

We will take first one given in Cassel.

The kitchen is a ground floor room, and has a tiled floor, a light green dado, and cream-coloured walls. Round the top are painted a series of such mottoes as : "Save in time, and you have in need," "The little kitchen builds the big house," "Your home is your kingdom—stay there," etc., etc. There is a cellar for wood and coal, and larder and store room for extra provisions and utensils.

The five and twenty children are bright and tidy, albeit the patched clothes of some tell of home poverty. They all answer to the numbers one, two, three and four, but the teacher knows most of their names, and uses the numbers as little as possible.

The lesson begins with recapitulation of the theory given previously. Everything takes the form of question and answer, and all answers are given in complete sentences. The lesson procedes somewhat as follows :—

I.—(All children seated at their respective tables) :—What are the constituents of the body and why do we need food ? What

are the chief kinds of food, and why are they mixed? We are going to cook "milk soup." What should be added to make a complete meal? Other meals suggested to fulfil the same conditions.

II.—Numbers 1, 2, and 3 fetch for each group a glass of sour milk, a strainer, and two plates.

III.—Look at the milk. What are the parts of milk, and which is the cream, etc.

IV.—Skim off the cream and strain the remainder of the milk through a cloth.

V.—Here follows a short lesson on cheese, its manufacture and value as food. Then all the children turn towards the desk and the questions as to the parts of milk and the effects of souring, straining and skimming are repeated.

VI.—Sour milk is a favourite dish in Germany, and is now, therefore treated in some detail.

The children are already acquainted with the action of bacteria, the value of ice, boiling, covering, and, above all, of cleanliness in the preservation of milk. The digestion of milk and the action of the gastric juices are made comprehensible with the help of homely illustrations, and, at about nine o'clock, the recipe for the day is slowly evolved by question and answer, and written on the board as follows :—

Milk soup—for one adult or two children :—

½ litre milk - - -	10 pf.	Total 11½ or 12 pf.—about 1½d.
3 dessert spoons of flour	1 pf.	
Some cold water - -		
Teaspoon of salt and dessert spoon of sugar	½ pf.	

A busy time follows :—Numbers 1 lay and light the fires, the two's rinse out, empty and refill the water wells, the three's buy the milk and flour from two girls who have been told off to keep shop, while the four's fill the washing basins, rinse and fill the kettles, and wash out the clothes that have been used for straining the milk.

VII.—The rest of the work is done in pairs and each couple cooks independently, though two portions are finally cooked together, thus making one for each stove. At this early stage, however, there are twelve little pots of milk on the fires and twelve bowls holding the mixture of flour and water. The teacher mixes the first bowl of soup, and then each pair cooks their own particular portion. The saucepans are then stood aside, to be warmed up again when required, the tables are cleared and covered with blotting paper, and, after a short interval in the playground, the recipes and accounts for the day are dictated, and the notes are indexed.

VIII.—If the weather is fine the class now migrates to the garden; on a wet day, the gardening notes are written up, and an extra polishing of knives or utensils fills any extra time. Before the tables

are laid, the guest who happens to be present hears an amusing discussion between teacher and children as to the best way to show hospitality. These discussions always result in a clean tablecloth, often a vase of flowers, and an extra plate, and nearly always an extra portion of soup, etc.

The meal follows, and provides opportunity for the practice of the politeness and good manners which are too often obscured in homes when the pressure of poverty is great.

The cleaning of kitchen, stoves and utensils is a cheering sight, especially if the appearance of the children suggests a deficiency of such care in their home upbringing.

Where more cooking is done the lesson is necessarily rather differently arranged, though to the superficial observer the difference may not be apparent immediately.

The kitchen equipment is the same, the children are divided into groups in the same way, and have their special duties told out to them.

When they arrive in the kitchen the work for the day is described, and the details are rehearsed until each child knows by heart what will fall to her share. This lesson is interrupted or may even be preceded by the practical work of lighting fires, filling water-wells and kettles, etc.

As the alternatives of practice and theory proceed, it becomes obvious that the demands of the former have caused the slow method of teaching by question and answer to give way to more direct teaching. The hygienic or scientific facts are the same as in other classes, but here the teacher repeats them slowly and distinctly, and makes different children repeat what she has said.

In Baden, this part of the proceedings is utilised as the reading lesson, and the girls read in turn passages describing the value or preparation of different kinds of food, the origin of rice, potatoes, sugar, etc.

Only a few practical directions are given at a time, and at frequent intervals the teacher rings a bell to call the class to attention, a few facts are perhaps again recited by teacher and pupils, and fresh directions are given.

Under this "dictation method" the children learn a great deal, and with young children it is easier to appeal to the memory than to the logical faculties.

Still, the observations made cannot be followed out into all their bearings on the home lives and experience of the children, as was prettily done in the course of the informal talk between teacher and pupils in one of the classes visited in Cassel.

Taken as a whole, it is easier to give a lesson according to this second method, and therefore better results are sometimes achieved with teachers and pupils of average capacity.

This fact probably accounts for the impatience with which the "Cassel-method" is often mentioned. The observer must decide for himself on the relative merits of the two systems. Each has its advantages, and the success of any given class depends more on the teacher than on her system of teaching.

Such lessons as these, varying only in the relative importance assigned to practice and theory, are now being given in many parts of Germany. The minute sub-division of duties which is necessary to keep all employed does not tend to give the children a good idea of their work as a whole. Each detail is learnt thoroughly, and where the children are drawn from the better-class artisan homes, as is undoubtedly the case in Cassel and Munich, the mothers are well able to initiate them gradually into more complete independence, while the fact that her child already knows how to set about each detail in the work is a great saving of time and energy to the busy overworked mother. The meal seems to be a very desirable institution. It connects the lesson with daily life in a practical way, the children gain in refinement, and the practical work acquires a more immediate interest.

In Baden the lesson often lasts only three hours, and the work of the teacher is complicated by the fact that a certain amount of reading, writing and arithmetic must be combined with the housewifery instruction. A special reading-book has been issued to meet this need, and the origin, value and preservation of food and of the materials used for furniture and clothing, are there described. Questions and answers, therefore, give place to reading aloud in these classes, and great attention is paid by the teacher to the diction and expression of the children. Scope for writing is given in the exercise-books which contain the recipes, and, considering the age of the children and the fact that no rough copies are made, these are everywhere wonderfully neat.

Munich gains considerably from the fact that the teachers who started the 8th classes are still in office and combine the enthusiasm of the pioneer with the experience gained by years of work. Extracts from the syllabus are given in Appendix C.

The general time-table is arranged as follows :—

	Monday.	Tuesday.	Wednesday.		Thursday.	Friday.	Saturday.	
			(*a*)	(*b*)			(*a*)	(*b*)
8 9	Religion	Arith-metic	Cook-ing	Sewing	Religion	Arith-metic	Sewing	Cook-ing
9–10	German	German	„	„	German	German	„	„
10–11	Domestic Economy	„	„	„	Domestic Economy	Domestic Economy	„	„
11–12	—	—	„	—	—	—	—	„
2–3	Arith-metic	Domestic Economy			Arith-metic	Drawing		
3–4	Singing	Mending			German	„		
4–5	Drill*				Drill			

* A detachment of the class often spends the time for drilling in gardening. The long pause, *i.e.*, 11 a.m. till 2 p.m., is given in order that the children may help at home, should the mother wish. Extra lessons in French or in technical drawing may be taken if desired.

The children who attend the Continuation School (5–10 hours weekly), in preference to the 8th class, have many of the same lessons, but they are of necessity much reduced in number. Though only ten lessons can be given in the school kitchen, as much time as possible is still devoted to domestic subjects.

"German" stands for more than language and literature and includes also the lessons on health and education, which, in the hands of a competent teacher, prove almost the most interesting part of this curriculum.

The arithmetic consists chiefly of mental calculations based on the requirements of an ordinary household. The reading-book also furnishes some literature and a few stories, though it must be confessed that the choice of literature is limited by the desire to make everything turn on the education necessary for a good *Hausfrau* with all the domestic virtues.

The exceptional character of the curriculum of the 8th classes in Munich makes it necessary to consider the course as a whole. It is specially interesting from the fact that here rules of health and the care of children are more carefully taught than in other German cities. The cookery lessons are based on the method usual in Germany, but the composition of the menus and the necessary cooking are all learnt theoretically in a previous lesson. This enables the children to start practical work at 8 a.m., immediately on their arrival in the school kitchen, and the meal takes the place of the morning lunch and is served at about 10 a.m.

In Bavaria special teachers for housewifery are not employed. The authorities prefer that the same teacher should teach all the subjects in the class, and therefore the staff to whom the 8th classes are entrusted consists of teachers who are ordinary trained and certificated teachers who have in addition passed through a cookery class in the local housekeeping school. Before these classes were started, a deputation of teachers was sent to see some of the older German schools, but otherwise the Bavarian cities, under the leadership of Munich, have formulated their own methods. The cookery lesson does not gain by the substitution of the general teacher for the specialist. There is necessarily less assurance in the handling and division of the material, but it may be true, as is claimed by the authorities, that the general teacher has more power of correlating all the subjects in the time-table and of arousing a proper sense of their relative value and proportions in the minds of the pupils.

After learning what are the best kinds of bed and bedding for infants, how to feed, bathe and dress them, etc., the girls are taken to a crèche and there learn also how to sterilise milk. The care of older infants follows, and here something of a kindergarten training is given. The simplest materials are converted into fascinating toys at the smallest cost possible, the children have practice in telling stories, they sing the favourite action songs, and, in at least one class, each girl draws up a book of games and songs for children. These books are more or less illustrated, and some of

them give evidence of real artistic talent. Ordinary toys are not neglected; their uses and suitability for children of various ages are discussed, and there may even be an afternoon set apart for an exhibition of toys, followed by all the forty girls in the class forgetting their continuation school age and learning how to play themselves. This, however, is a rare treat; most of the school time is taken up with much more serious matters. The girls learn ordinary book-keeping, and also the laws relating to the conduct of a small business, the use of cheques, promissory notes, etc. They also learn the laws relating to domestic service, which are more precise in Germany than in England. Very useful lessons are given on the duties of a mistress to her servant, and the servant to the mistress, during which all the minor questions of "give and take," honesty as regards time, household rules, etc., are discussed. Such lessons ought to help towards a re-adjustment of domestic service, a problem which seems to be even more pressing in Germany than in England.

The lessons on manners are very entertaining. In short, though the curriculum contains a great deal of solid instruction, the whole tendency is distinctly humanising, a turning from formal school lessons, and the evident pleasure of the pupils shows that the course succeeds in fostering an intelligent interest in life outside the school. Most of the girls in these classes come from the lower middle and upper artisan classes, and servants are kept in many of the homes. When the 8th class becomes compulsory, many of the lessons will need some adaptation if they are to become comprehensible to the children of the poorest and to include the necessities and interests arising out of their home conditions.

III.—TEACHING OF DOMESTIC SUBJECTS IN SECONDARY SCHOOLS.

A.—Day Schools.

In 1830 the secondary schools for girls in Germany were all private and mostly conventual. Even now many schools of this class are private, and, of the public schools, the majority are supported by their respective municipalities and not by the State, which has hitherto concerned itself chiefly with the education of boys. These girls' schools are thus supported out of the town rates and taxes, as distinct from those raised by the State or province as a whole. The word "supported" is used advisedly, since the ordinary fees are not always equal to the cost of the institution, and any deficit is borne by the town, while the municipal director of education with his committee are the governors of the higher as of the elementary schools.

The higher education of girls has reached its present stage of development in spite of much opposition, and a great deal of its progress is due to the untiring energy of the Society of German Women (*Allgemeiner deutscher Frauenverein*) and kindred associations.

Needlework.

The usual higher girls' school (*Höhere Töchterschule*) has a course covering ten years and the girls leave at the age of sixteen. Needlework is always taught during some or all of these years. In some cases it is dropped in the highest classes, when other work becomes more absorbing; in other schools it is not begun until the girls are ten years of age.

Two or three hours a week is the average time set apart for needlework, though this is often exceeded in certain classes. In Baden, for example, girls of ten and eleven have four hours a week in the sewing classes. The next three classes have three hours weekly, and in the two highest there is a weekly lesson lasting two hours, but attendance is optional.

The programme is very similar to that issued for elementary schools as far as the method and order of the work are concerned. The longer time and the better home circumstances of the pupils allow this programme to be somewhat extended. More drafting of patterns can be taught, the use of an ordinary sewing machine may be shown, and materials and finish suitable to the needs of the pupils are permitted. Indeed, the materials are sometimes too fine and must be trying to the eyes of the children, but there is always sure to be a school rule that sewing lessons are to be given at the brightest time of the day, when no artificial light need be used.

Some embroidery is generally included, and the best work from secondary girls' schools is often as good as that shown in a regular sewing school.

The arrangement and details of the work vary, but the programme given in Appendix D. gives an outline of the general scheme. Judging from the specimens shown with this programme, the time at the teacher's disposal suffices to produce very good work in each successive stage.

Hygiene and Housewifery.

In all these secondary schools, every class has regular lessons in natural science for an hour or more every week. It is not necessary to describe these lessons in detail. The elements of botany, physics, and physiology are the same in every country. The characteristic of the German teaching is the practical turn that these lessons are expected to take during the last year or two of school life. In the case of girls they develop insensibly into what is often termed in England "domestic economy." Elementary physiology becomes the chief science subject and the physics and chemistry already learnt are gradually applied to domestic problems. A certain amount of hygiene is also introduced.

This transition is well shown in the programme of science teaching for a girls' high school given in Appendix E. This example comes from Munich and its domestic side is more developed than is usually

the case. As Munich is an advanced city in regard to its continuation schools, so in the beautiful municipal secondary school for girls these lessons on " preparation for life " are more explicitly feminine in character than is usual elsewhere.

This is not the place to discuss the advisability of the introduction of domestic subjects into the already crowded curriculum of a girls' high school. All the arguments against their introduction into the elementary school would seem equally, if not more forcible here, where the girls are likely to have time and means to study them later.

It is sufficient to say that the educational authorities of Munich believe in impressing the whole of a girls' education with a housewifely trend.

This secondary or higher school for girls was founded in 1822 and reconstituted in 1874. It is housed with the liberality and beauty characteristic of the city and is divided into six classes for girls between the ages of ten and sixteen. All through the school two hours a week are devoted to the usual science lessons, which are combined from the 4th class onwards with what one might call domestic theory.

In the 5th class an extra hour is added; the 4th, 5th, and 6th classes have also one hour a week for lessons on health and the physical and mental development of children. It is this latter part of the syllabus that is so carefully developed. The earlier half might serve for any good girls' school in Germany. (*See Appendix E.*)

Syllabuses are apt to be misleading and in this case the reader must remember that it is drawn up for school-girls and shows what is aimed at more than what is actually accomplished. The lessons give a good grounding in elementary science, with many hints for turning such knowledge to account in the management of a home. They do not and cannot teach an immature girl of sixteen to actually apply and carry into practice all that is suggested. Hence there is always a need for recapitulation at a later stage when more practical work can rightly be attempted and mastered and the logical faculties of the girls are more fully trained. Most of the science learnt at school is relearnt by those girls of eighteen who enter a training school for housewifery teachers, or even one of the modern housewifery schools which do not aim further than to teach women to become intelligent mistresses of their households.

This early science teaching is not, however, wholly lost, despite this need for recapitulation. Housewifery teachers who have had experience of pupils both from secondary and elementary schools agree in saying that the former learn far more quickly to cook, bake and wash than the latter, whose home conditions would seem to give them the advantage in practical knowledge.

Needlework is taught as usual in the Munich school here described. The obligatory school hours are from twenty-seven to thirty weekly, but in addition there are extra optional subjects in the three highest classes which may raise this total to thirty-four or thirty-six hours.

One of these extra subjects is cookery, which is nominally optional, but, as in the elementary schools in Cologne, etc., is in reality taught to all the girls of the highest class.

As only twenty-four to thirty girls can work in the kitchen at the same time, the class has two divisions for this subject, and each division spends the usual half-day of four hours in the kitchen with its adjacent class or dining-room.

The arrangement and the plan of work are similar to those followed in elementary schools, but naturally progress is quicker, a fuller programme can be allowed, and the discipline can be less strict than among younger children.

Here, as in the continuation classes, cooking is taught by an ordinary certificated teacher who has taken an extra course of cooking lessons.

There is necessarily little to say about domestic training in the ordinary German secondary schools for girls. Probably the number of schools of the same class which include domestic subjects is greater in England than in Germany. In both countries the idea of including them at all is somewhat modern, and it is still doubtful whether the plan will be generally adopted. If the exception becomes the rule, some other subject will have to be curtailed, and the German girl who leaves school at the age of sixteen has not too much time for general education. The housewifery school is probably a better expedient for giving girls the practical knowledge so necessary in later life, and it is in this branch of education that Germany specially excels. These schools, however, belong to a later chapter.

B.—"Finishing Schools."

The boarding or finishing school in Germany is much like any school of the same class in England, and needlework and hygiene have the same place as in the time-tables of the day-schools which have already been described. There are, however, a few "finishing schools" for girls which are of a very different type.

These are the four schools of the *Diakonieverein*, the first of which was founded in 1894 by Dr. Zimmer, of Berlin-Zehlendorf. They are open to girls of sixteen and upwards who have passed through a higher girls' school. Two schools are in Cassel, one in the neighbourhood of Wilhelmshöhe, and the newest one, which has a more far-reaching time-table, has lately been opened at Berlin-Zehlendorf.

The aim of these schools is to prepare girls for the ordinary life and activities of cultivated women. They do not prepare for teaching or any other profession, but they profess to afford good preparation for those who wish to enter a training school for any branch of professional life later. All lessons are given in relation to the practical needs of life, *i.e.*, history and geography are taught in connection with contemporary politics and travel, the natural science lessons of earlier years are brought into touch with

household problems, and while the girls take part in every detail of the household work, the artistic side of life is not neglected. Music is an extra of which the majority avail themselves, all learn singing, and, more important still, the house is dainty and homelike, and the girls are encouraged to arrange the pretty bedrooms nicely, and to keep the rooms bright with flowers. Extracts from the prospectus are given in Appendix F. The schools are well staffed with trained teachers, and even with thirty or forty pupils keep to their principle of being in the best sense a "home for girls" (*Töchterheim*). The full course lasts one and a half years and the cost is between £50 and £60 per annum.

The method here adopted is so interesting that it may not be amiss to transcribe a few extracts from a descriptive pamphlet written by one of the head teachers. Even allowing for the idealism which is apt to mar the reality of such a description, it gives a charming picture of the school life, and the happy tone of the place is not in any way exaggerated.

After describing the old-fashioned boarding-school and the attendant risks of unfitting girls for quiet home-life, the writer proceeds :—

"A change has taken place in our views about the position and duties of women. A woman can no longer be brought up 'only for the family.' A woman belonged in her house as long as there was enough work for her in the house, and our great-grandmothers could still give six daughters enough independent work with slaughtering, baking, brewing, sewing and dressmaking for the whole family, with the care of visitors and of invalids, with washing and gardening. As industry, factories and machines, hotels and hospitals, more and more did the work that the women had formerly done at home, as societies took the place of private charity, and housekeeping became more and more simplified, women had to seek outside work in order to find a profession outside the walls of home, for work is the great law for all which we cannot disobey without great damage to ourselves and to society, without becoming absorbed in pleasure-seeking, sport and dilettantism.

"The woman's sphere was not only changed, it was widened. We see now in society the broader family life, which for its prosperity needs all the available powers of the women. She must be a helpmeet to her husband in this wider sense and must learn to take her share in business, administration, and education.

"Such a change of duties naturally brings a change of education. A great movement of reform is altering the girls' schools . . . .

"Doubtless there are still schools in which the education is confined to foreign languages, painting, music and sewing, where afternoon and evening are devoted to amusement. In opposition to these there are more serious schools, which strive to prepare the young girls for the duties of the age, which aim at so developing character that they may work later in home and society as true wives and mothers, and that they may learn to govern and apply the mental wealth which has been given to them at school.

"What can the boarding-school accomplish in this way more than school and home?

"For one thing, the school can afford to engage better teachers than the parents who educate a daughter by herself at home. Then it is so difficult to learn household work at home. Many mothers have not time to teach and to watch their work being done with the clumsiness of the novice, while the cook either objects to her presence in the kitchen or else is overpleased and shields her from all the less pleasant work. Then, too, there are many little faults and habits which it is difficult to correct at home, or it may be that family

failings develop which are unnoticed there. In the large school party such things are more easily checked, while the companionship of a large number rubs off little angles and peculiarities, and the girl learns to stand on her own feet and be a responsible being.

"Naturally these advantages have their corresponding pitfalls. The girls may become spoiled because all the arrangements of the house are made for their sake, and their interests are everywhere the centre of attention.

"Among so large a number bad elements can also creep in. At such an impressionable age the girls are easily led into paths other than those striven after in the home of their parents—extravagant enthusiasms (*Schwärmereien*)—that dangerous disease of these years can lame the will-power, cause dreaminess and loss of interest in reality, and for a time estrange from the family. Hence the choice of a school is of first importance, and parents must be in full sympathy with the aims and methods of the teachers."

On these principles, Dr. Zimmer founded the *Töchterheime*, a list of which has already been given.

"It is no small task that we try to achieve in one year, and only girls in good health can be admitted to these schools. We have, however, the pleasure of seeing most of our pupils improve in health.

"The food must be simple, but good, strength-giving and abundant. Milk-drinking is specially desirable, and there are days when we take as much as a quart a head. Our doctor attaches special value to plenty of fruit and vegetables, the latter being unfortunately not very popular with the girls. Coffee and alcohol are not allowed.

"There is a daily walk of one hour, in winter soon after dinner, in summer about 6 o'clock. Every week one afternoon is given up to a longer expedition into the hills and the woods.

"Shall we glance at the life and work of the 'home'?

"At 7 a.m. the getting-up bell rings; prayers are at 7.30, and then cocoa or milk with white bread are served. Now everyone has to attend to her house-duty, which changes every week; laying the tables, washing the china, cleaning the lamps, dusting, etc.

"Lessons begin soon after 8 and the different groups go into their different classes.

"We will first follow the cooking group. They collect for a theoretical lesson. The teacher describes the different kinds of food, their prices and food values, the best way to use what is left, etc. The menu and recipes for the day are dictated, and now all go into the kitchen in their pretty blue and white striped working dresses, with spoon, knife and kettle holders at the girdle. They work in pairs, and each pair has a special duty each week in addition to the cooking, such as to look after the stove, breakfast, store-rooms, etc. Each pair cooks a meal for four or five persons. How gay it looks when all the pots and pans are on the great stove and all the bright, happy faces are intent on their work. The girls enjoy baking most, and make everything from simple tea-biscuits to difficult tarts, which are decorated with original designs.

"Such a work of art is often sent home as a birthday gift. Fruit and vegetables are preserved in all kinds of different ways. Ten minutes before dinner all except two go upstairs to dress, and after dinner another group clears away and disposes of what is left.

"The other group, which was in the kitchen the previous week, has this week sewing lessons on some of the mornings. The object is to enable each girl to draft and make all ordinary undergarments.

"These lessons are interrupted by drill, in the open air if possible, and a pause for lunch.

"Other mornings are occupied with English and French lessons, drawing, visits to the picture gallery (a remarkably fine one in Cassel), and lessons on form. The last title needs some explanation. In this lesson the forms and customs of social life are taught. A group of about ten girls collects and

in an informal way we discuss our subject. The girls relate instances of bad manners in themselves or others that have struck them during the week; we make known to them our own observations, and by means of this general discussion we are spared much wearisome daily fault-finding and at the same time self-criticism is extraordinarily educative.

"We discuss behaviour in lessons, at meals, on excursions. We practise bowing and introductions, we receive callers, instruct servants, clear up questions of tact, and are only sorry that the lesson is so soon over . . .

"Dinner is at one o'clock, and the afternoon lessons give us mental work. Bible-lessons and ethics illuminate questions of the day and the debates over the questions raised often last till bed-time. The same may be said of the lessons on education . . .

"The German literature lesson should cultivate judgment and a taste for the best reading, therefore we read and criticise good books with our pupils, books that can be borrowed from the school-library on Sundays.

"Recitation and dictation are other useful lessons.

"The health lessons teach the build and functions of the human body, and simple rules are given for avoiding illness both for ourselves and others. First-aid is taught by a doctor or an experienced nurse. Except in cases of infection the girls may help to nurse any case of illness in the house. The domestic science promotes an understanding of chemical and physical processes. as far as they affect the realm of the housewife, and gives also a knowledge of the apparatus, machines and foreign products which can be used.

"Domestic economy deals with heating, lighting, washing, beds and cleaning, and is accompanied by practical work under a teacher who with her group carries on the housework. As a woman must have some knowledge of the government of the country, social law and insurance, in order not to be helpless and ignorant when difficulties arise in her own or other families, we give citizenship lessons to teach the chief facts that are likely to be needed. Compositions in the form of letters, presentations, reports, etc., give practice in style and in forms usual in social and commercial intercourse.

"We also find it a good thing to teach our pupils to use a railway guide; that they can do for themselves, that they ought to do and not rest content in the knowledge of their own ignorance or inexperience. For this reason it is also necessary for them to learn more arithmetic and accustom themselves to domestic book-keeping; one to two hours weekly are given to this.

"The knowledge gained is not sufficient for commercial purposes, but it enables the girls to keep methodical and accurate household accounts. This must be also done with their personal expenses. From time to time they must send an exact account of these to their parents.

"We are very anxious to train them in principles of economy. It is of educational value for them all to have the same amount of pocket-money (6s. to 8s. a month), out of which they pay for excursions, theatres, postage and presents . . .

"The evenings are so arranged as to give both rest and recreation. We have singing, sewing, and reading aloud, and a dancing lesson once a week.

"A special favourite is the lecture evening. Certain girls prepare a short lecture on a theme of their own choosing, for example 'Training in Truthfulness,' 'Beauty in the Home,' 'How to tell Bible Stories to a Child,' etc. Lively discussions follow and give an insight into many social questions.

"We endeavour to awaken and strengthen interest in these questions through lectures by experts during the winter, while we give the girls opportunities for practical work.

"We visit with them a hospital, a *crèche*, a home for waifs and strays, and one for imbeciles. Some of them take part with pleasure in a children's service. Others visit and read to the poor old folks, chat with them, and even help them with their housework.

"The happiest time in the whole year is before Christmas; we dress dolls and make pinafores for a free kindergarten, tiny shirts for the little ones in a *crèche*, mend up old clothes which can be given away, and try in all ways to rouse the joy of giving and of care for others . . ."

A description of the cheerful Sundays and birthdays and other festivals follows, and there are few words on the aims of the school and the anxiety of the teachers to avoid all overstrain and superficiality. This is no professional course, simply a preparation for a full and complete private life.

"At the same time, we never lose sight of our other aim, which is to encourage every girl to choose an independent calling which is not only to be a refuge after a time of idle but unsuccessful waiting for marriage.

"Every girl, even the daughter at home, should have her own calling, her sphere of responsibility—otherwise the feelings of being misunderstood and of discontent arise, for through them every unused force revenges itself.

"If God leads a girl to a righteous marriage, all that she has learnt and conquered comes to her aid. If her life turns out otherwise, she must be able to stand bravely and happily on her own feet. She must be so brought up that marriage shall never be to her simply a refuge from need, and on the other hand her work outside marriage must also not appear to her purely a matter of economic necessity. . ."

True and wise words these, and a happy picture they give of wise and womanly educational effort. It is a peaceful picture, too, in these days of pressure and examinations. Such a school life is impossible for most girls who must hurry from school to college and from college into professional life, and yet one cannot help wishing that some such influence might leaven our modern system of education. Many of the pupils of the *Töchterheime* are now married, but a large number have passed on to the training courses for teachers, the commercial school, and the hospital and are now leading useful lives in the professional world without feeling any drawback from the change given by the combination of practice and theory in the "finishing school."

These schools have been described at some length, because they give, as far as practical work is concerned, a fair picture of the work done in many of the resident housewifery schools for girls of eighteen and upwards. We find there, too, the same desire to train all-round character, to arouse interest in social questions and social work, and to give an intelligent appreciation of music, art and literature. The spirit is the same among all these enlightened teachers and patronesses, though naturally more of the serious and scientific work may be expected from girls of maturer age.

A school for poorer girls which also gives a sort of secondary education is the Luisen School of the Society of Women of Baden, at Carlsruhe. It is open to the daughters of country clergymen, teachers, civil servants, etc., who desire for their daughters a better education than is afforded by the local primary schools, but who cannot afford to pay the full fees of ordinary secondary schools. The yearly cost for those who have not scholarships is about £31, which covers everything except the materials for sewing and other lessons. The school is thirty-five years old, but has been re-built. There are seventy or eighty pupils and six teachers. Six servants are also kept for the rougher work of the house, which is beautifully large and airy and has large dormitories and class-rooms and pretty reception rooms, chapel, and sick-room.

There are two divisions in the school, one for girls between fourteen and sixteen, and a higher one for girls over sixteen years of age. The girls in the junior division spend each morning (8 to 12 a.m.) in the sewing classes, where some very perfect hand-sewing is to be seen, as well as nicely cut-out and finished garments. In the afternoons lessons are given in Bible history, German, French (optional), geography and history, natural science and domestic economy, drawing, singing and drill. The senior class is for girls between sixteen and seventeen, and domestic economy takes the place of history and geography, while drawing develops into pattern-drafting for the more advanced dressmaking and embroidery which are now taught.

All the girls in this class pass three months in the kitchen and have also special lessons in fine ironing. The school is always well filled, and a considerable number of scholarships open its doors to girls who would otherwise be compelled to forego the advantages of a secondary education.

IV.—DOMESTIC SUBJECTS IN TECHNICAL SCHOOLS AND CLASSES.

A.—General Finance and Government.

When we come to the regular technical schools and classes where domestic subjects are taught in Germany, we find even more variety than in England, where, if under different county authorities the arrangements are dissimilar, at least the schools are nearly all destined to meet the needs of the poorer classes of the population. The classes for high-class cookery in English technical institutions present very little variety, and the combined housewifery courses open to girls of the upper classes are few and far between, especially in resident schools. The abundant provision of evening schools in many towns and peripatetic courses in some of the counties have their parallel in Germany, though this special division in domestic schools has reached a greater development in England.

The great impetus given to technical teaching in England by the passing of the Technical Instruction Acts of 1889 and 1891 and the Local Taxation Act of 1890 has been wanting in Germany, where there is also nothing to take the place of the Swiss Federal Resolution (1900), which gives such liberal aid to technical classes for girls, or of the general government organisation of these subjects in Belgium (Circular of 1889).

In the absence of such general encouragement from the authorities the magnificence of the German buildings and equipment is all the more surprising. Many technical schools for girls now belong to the municipalities, three belong to the State, and the rest have been built by societies. In many of these schools the fees of the students, coupled sometimes with the sale of school work and produce, pay all current expenses, but the actual purchase or erection of suitable buildings are eloquent of the self-sacrifice and

public spirit of the private friends of girls' education. There are still many schools in old and more or less unsuitable buildings, but most of the newer ones, especially in such towns as Berlin, Stuttgart and Hanover, are built with a generosity in space and equipment which is probably unparalleled in the private institutions of any other country.

The management is usually vested in a committee. As in other countries, government or municipal aid entails a certain amount of inspection and representation on the governing committee, but the inspection at least often exists more in theory than in practice. On the other hand, the lady members of the committee generally take their duty with that earnestness and thoroughness which is always said to be a German characteristic; they give up a great deal of time to their schools, and often help out the finances by providing regular help to the staff, while in some cases the superintendent is also an honorary official.

These technical schools may be roughly divided into three groups:

(*a*) Sewing schools.
(*b*) Cookery courses.
(*c*) Complete housewifery schools.

One or two technical schools provide courses in laundry-work, ironing alone or housework, but these are few and far between and do not call for detailed description.

In large towns all of these schools are often combined in one building. This is the case in the Lette-Haus in Berlin, in the school of the Women's Society in Hanover, in the State schools in Rheydt, Potsdam and Posen, and in many other places. Even where this is the case, the branches are often more or less distinct and have been started at different times and have developed independently of each other.

B.—Schools of Needlework (*Frauenarbeitsschulen*).

The sewing schools were the first technical schools for women to get a firm footing in Germany and Austria, and they are still more numerous than any other kind of girls' technical schools.

They were mostly started in order to train poor and respectable girls as needlewomen, dressmakers, or embroidresses. In most schools this object has now become a secondary one, and the majority of pupils come to learn to make and repair their own clothes, or else to train as teachers of needlework.

Contrary to English and Swiss experience, the German teachers have seldom found it necessary to separate the private from the trade classes, and one rarely finds a course, such as some recently started under the London County Council, which is a substitute for ordinary apprenticeship. It may be that the German training is more business-like than that given in other countries, but it is also probable that the workroom requirements are rather less specialised than is certainly the case in a large business in England.

Regular needlework schools owe much of their progress to Wurtemberg, where they originated, and where they have attained their greatest development.

It is no longer possible to point to any particular school as producing the best work. The standard is everywhere very high, and if there is some variation in artistic expression it would be impossible to surpass the delicacy and beauty of the work done in the chief schools in Vienna, Strassburg, Carlsruhe, Reutlingen or Ulm, not to mention several other towns.

Reutlingen (South Wurtemberg) holds the parent school of needlework for a large part both of Germany and Switzerland. That part of Wurtemberg had long been celebrated for the work of the women, but between forty and fifty years ago it was realised that the old race of artistic needlewomen had died out, and that there was no one who could undertake the elaborate embroidery required for banners, church vestments, and the like. Accordingly an artist undertook to teach one or two women, in the hope of reviving the lost art, and out of this small beginning has sprung the famous municipal school of Reutlingen, and fifteen others in Wurtemberg alone, not to mention numerous other schools in the surrounding countries and States. The Reutlingen school was founded in 1863; between 1870 and 1889, 269 teachers were sent out, of whom forty-seven were working in Wurtemberg, fifty-two in other parts of Germany, and twenty-six in foreign countries, one of them in Manchester. The syllabus is given in Appendix G as an example for this class of school.

Fees, Hours, etc.

The courses for private pupils generally last three months, but most girls stay longer and pass through more than one class.

In such subjects as handsewing, machining or dressmaking, the lessons are given daily, either for three or four hours in the morning or the afternoon, or else the pupils come twice a day.

In millinery, embroidery and ironing the lessons are often given only twice or three times a week, and in any case millinery is far less popular than in England.

In certain classes which correspond more nearly to the English girl's club than anything else in Germany outside Berlin, the fees are nominal, or else the instruction is free. In all cases they are as low as is consistent with the proper working of the school. Roughly speaking, they work out at about one penny an hour, but this estimate is exceeded in some cases, and is too high in others.

Method of Teaching.

In general, every course is complete in itself and may be attended without reference to any other part of the school, if the intending pupil can prove that she already knows enough to profit by the instruction. Some schools insist that all shall learn handsewing

before proceeding to any other class, but even when the rules both as to sequence of classes and sequence of work appear most strict, a good deal of latitude is generally allowed to suit the individual requirements of the pupils.

From twenty to thirty pupils are admitted into an ordinary class; if the number is exceeded an assistant teacher is appointed or a parallel class is started. Drawing is usually taught as one accompaniment to some or all of the classes. In all courses for dressmaking or underclothing, pattern drafting is compulsory, embroidery is usually accompanied by lessons in design, and in some schools all pupils learn elementary drawing from the round for the sake of the training this gives in accuracy of observation.

The sequence of work is most defined in the Wurtemberg schools, where it is the rule that no pupil shall attempt to carry out work which she cannot design and draft for herself.

This is particularly interesting in connection with the embroidery. All designs are developed from nature studies; leaves, flowers, fruit, etc., are sketched in natural size and then combined and conventionalised to suit the work in hand. If real artists are scarce among the pupils, the result is a higher general level in taste than can be found where pupils are allowed without knowledge or observation to use any design which can be bought or obtained from teacher or friends. Design is taught in the same way in other parts of Germany, but the effect on the average work is less striking where drawing and work are not so closely combined and the pupils are allowed to let the needlework get in advance of their power of drawing and planning for themselves.

Courses in handsewing are generally arranged for beginners. The usual plan is to begin with a sampler of some kind showing all the different stitches, and then to teach all kinds of patching and fine darning. Generally, the simpler kinds of white embroidery are added, in order that the pupils may at least be conversant with all kinds of marking, and some of these courses end with drawn-thread work. Very fine stitching is often shown, but some of the more modern schools allow the machine pupils to do long seams, etc., as they say that the time should be spent on work which can be better done by hand than by the machine and not *vice versa*. Some simple undergarments are usually made in these classes.

In many schools pupils are only accepted for a machining course when they have passed through the class for plain sewing. In this second course all kinds of undergarments are made, including men's shirts. Needless to say, the pupils have also lessons in drafting all that they make, and often shapes and forms which are not actually carried out are entered in the elaborate "pattern-books."

In some schools the garments are first made in reduced size in muslin. In the *Frauenarbeitsschule* in Dresden, for example, all garments are made first to fit rather large dolls. It is, however, more usual to find pupils from the first providing their own materials and making garments for themselves. Most dressmaking courses begin with a plain blouse and a petticoat, and then the pupils pass

from these simple forms to complete dresses and costumes. Large samplers are sometimes made first from odd pieces of material in order to give practice in all kinds of stitching, boning, pleats, tucks, gathers, etc., and the sewing on of hooks and eyes and loops.

Each of the older schools has its own method of teaching drafting and cutting out, and a great number of different text-books has been issued. The courses all begin and end alike, and the work achieved at each stage shows little variety. Some teachers believe in drafting a great number of different patterns and the walls of their class-rooms are hung with a great variety of sleeves, bodice-parts, etc.

Others show very few patterns ; they give rules and proportions for cutting out each different garment in a simple style and train their pupils to adapt these patterns to varying fashions.

This was especially noticeable in the case of a teacher at Rheydt, who, after teaching her class to draft and put together what one might call a simple ground form, made them evolve from it a princess robe, a "reform dress," a dressing gown, a tea-jacket, etc.

In the later stages excellent work worthy of a first-rate business establishment is often accomplished, and this does not by any means apply only to the largest towns. There is, on the whole, very little stereotyped following of any one method. Most of the training schools aim at developing the ingenuity of the students : adaptability is a necessary quality in a country where local characteristics are so strongly marked, and most teachers realise the necessity of somewhat varying their methods to meet the comprehension of each fresh set of pupils.

In Ulm, for example, at one day's notice a small exhibition was arranged in every department. The work was all remarkably good, but of the dresses and blouses especially it was difficult to believe that they were mostly the work of girls who were only learning the art as amateurs. This school is a particularly interesting one in many respects. There are double courses both in machining and dressmaking, and a great many girls stay two years at the school. It seems to be in every way a part of the town life. The same thing was very noticeable in Reutlingen and is apt to be wanting in newer or more officialised schools.

At the Ulm school, great care is taken not to diminish the home ties of the girls, and whenever a pupil is wanted by her mother for any special occasion, leave of absence is readily given by the head teacher, whose aim is in every way to supplement the home life and training, and in no way to supplant it. Pupils who wish to enter a trade stay at least two years in the dressmaking classes and are often three years in the school. Local employers are so anxious to secure these girls that they cannot be trained quickly enough to meet the demand for their services. As in many other schools, the classes are very mixed socially, and the superintendent finds that this has a good effect on all classes of pupils.

Here, and in some other schools, orders are executed so that

girls who cannot afford to supply much material for themselves are given a chance to work through the whole programme. At Ulm such pupils receive their earnings in full, but it is more general to deduct about 10 per cent. for the benefit of the school.

At Esslingen, needlework teachers from the neighbourhood who are temporarily without work can also return to the *Frauenarbeits-schule*, and employ themselves on the school orders, and thus earn something while they are seeking a suitable post.

Millinery classes are often only held for three months in the year. Good lessons are given both in Vienna and Berlin.

In the Viennese school (*Frauenerwerb Verein*) four courses are held every year; each course lasts from two to three months, and the lessons are given twice a week and last three hours. The pupils begin by learning to make simple shapes and all kinds of hats and bonnets and also to arrange trimmings for dresses, etc.

In the Lette-Haus in Berlin pupils come for at least four months; the weekly lessons and hours are the same as in Vienna.

During the first month the pupils prepare a sample card showing all kinds of rosettes, frills, bows, bandeaus, etc., which are mostly made of stiff muslin. The second month is occupied with fancy pincushions, sachets, etc., in order to give practice in the dainty handling of delicate materials, and afterwards come children's bonnets and then shapes for ordinary hats and bonnets.

Embroidery is hardly a "domestic subject," but mention at least should be made here of the exquisite work that is done both by private and trade pupils. The schools are all deeply imbued with the modern spirit, and in some places the designs are distinctly secessional, both in form and colouring.

There is, however, so much excellent work from an artistic point of view, that it would be unfair to deprecate the teaching on account of occasional exaggerations in style. There are few places where the work is not technically perfect, though here the racial differences of the different states are manifested in the varying degrees of delicacy and daintiness of touch. The white embroidery is generally especially striking, but the endeavour to apply artistic principles to all articles used in the home is, perhaps, the most noticeable feature of this side of the work in the needlework schools as far as the present paper is concerned.

Every school and every course has its fixed programme of work, but one generally finds that this is fairly elastic, and that only the first two or three items must be strictly adhered to. Afterwards the requirements and capacity of each individual pupil are taken into account, and subject to the consent of the teacher, girls make mostly "what they like."

Good examples of sewing-schools for girls of the working classes are to be found in Stuttgart and Munich.

In Stuttgart the Charitable Society (*Wohlthätigkeits Verein*) maintains a central sewing school, or rather two parallel schools, and three branch schools. Fourteen trained teachers are employed,

and there are about thirty girls in a class together. The course lasts nine months and is free ; the girls spend six weeks machining, six weeks mending, and the rest of the time is given to hand-sewing. If they wish to learn dressmaking they stay three months extra and work for themselves. When they first enter the classes for white sewing they also make something simple for their own use, but the school takes orders and is therefore partially self-supporting, and as soon as the girls can be trusted not to spoil material they take their share in the general " bespoke work," for which they receive a small wage. The rooms are airy and well lighted and have a very neat appearance, as the tables are all furnished with shelves, and therefore do not get littered. The school hours are from 8 to 11.30 a.m. daily, and from 2 to 5 p.m. on four days in the week.

In Munich the classes are held by the ladies who own the Home for Working Girls, a homely boarding-house for better-class working girls whose homes are at a distance, combined with a registry office and an excellent scheme for apprenticing young servants.

The sewing classes are held twice a week, from 7.30 to 9.30 p.m.

The course lasts four months and costs about 2s. Pupils provide their own material, and the strictness of the rules regarding punctuality and regularity of attendance bears witness to the popularity of the classes. Embroidery, crochet, and fancy knitting are forbidden, but all kinds of mending are taught, also elementary dressmaking and white sewing. Ironing courses are held at the same time, but these only last two months, and the charge is 5s. for the course.

There are many such classes in Germany, some of them wholly devoted to mending, and the rules are always stricter than has so far been found possible in any such classes in England. The classes are generally well attended, and many of the girls and women are doubtless very poor, but they rarely belong to the lowest ranks, to that class which furnishes the unskilled factory girl, and which does exist to a certain extent in Germany, though the stranger can only find it after some seeking.

The country sewing schools are like the big town schools in miniature. There are a great many in Alsace and Baden, and good examples may be found at Rastatt and Radolfzell.

In Dornbirn (near Bregenz) Herr Haemmerli, a large employer of labour in the neighbourhood, has built a charming housewifery and sewing school, which is free to the employées or the families of employés. The sewing courses last eight weeks, and the pupils come either from 2 to 5 or from 6 till 8 p.m., fourteen being admitted to each class. They are supposed to make only the simplest of garments, but in reality they have great freedom of choice.

The splendid buildings and equipment of the large town schools have been mentioned more than once. Some are in houses built expressly, but many are housed in fine old buildings, whose wide staircases and fine airy rooms have made them easily adaptable to the requirements of a school.

This is the case with the famous school at Reutlingen, which

occupies a beautiful house, standing in a large shady garden. It holds about 150 pupils, and those who come from a distance are placed with families in the town under the superintendence of the school authorities The Wurtemberg Rules about pupils drawing all their own work originated here. Each course lasts three months, with daily attendance from 8 a.m. to 12 a.m., and from 2 p.m. till 5 p.m. Most of the pupils stay two years. Here one sees the different kinds of fancy wool-work, lace, etc., for which the Reutlingen district has been famous for generations. Most of the teachers have been many years in the school, which hardly seems like an institution, so happy is the relationship between teacher and pupil, making the classes seem more like large families than school classes. Reutlingen is justly proud of its pioneer school, and it is claimed that the school influence has much improved the public taste of the neighbourhood as regards dress and ornament (*see Appendix G.*).

The Strassburg sewing school is nearly thirty years old; after eight years in private hands it was taken over by the local branch of the Women of the Fatherland (*Vaterländischer Frauenverein*). About 50 per cent. of the pupils learn for home use, and after mastering the necessary preliminaries and samplers the programme is very elastic. Contrary to the ideas most prevalent in Germany, the head-mistress is not particular to have only trained teachers, still less to have them all trained in her own school. She believes in introducing fresh ideas, and therefore usually engages a head dressmaking teacher from Brussels and an embroidress from Vienna. Drawing is not compulsory here, but it would be impossible to find more perfect work.

The great sewing school of Carlsruhe is housed in one of the group of buildings erected by the Women's Society. The classes are held in huge rooms, holding about fifty-six pupils. Each teacher is responsible for sixteen pupils. The teachers, who are trained in the school, are distinguished by their white caps, with little black velvet bows. There are nineteen courses held in the school, and some of them are in three parallel divisions. Each course lasts thirteen weeks, and is held three times a year.

The chief courses are hand-sewing, machine-sewing and dressmaking. These are held from 8 to 12 every morning, and the corresponding classes for pattern drafting are held on two afternoons from 2 till 4 o'clock. The additional courses are so arranged that pupils attending the chief courses can learn one or more kinds of fancy-work at the same time. All the work is very good, including the embroidery, though a separate school is reserved for those pupils who wish to master this art more thoroughly.

It would be easy to multiply examples of the German sewing schools, each of them of equal interest and with special characteristics, but perhaps enough has been said to give the reader an oversight of the general system and principles.

Similar schools exist in Switzerland and there are analogous

courses in many of the English continuation schools and technical schools, but probably the most complete development of teaching in all branches of what they call " woman's handiwork " is to be found in Germany.

Ironing courses, apart from the necessary pressing of garments made in the ordinary classes, are held in many schools. At Cassel, pupils spend six hours a week in this course, for which 10s. 6d. a quarter is charged.

In Munich, the course includes fine washing, ironing and polishing, and lasts either nine or twelve weeks, the pupils attending for 32 hours weekly.

In the large school of the *Frauenerwerb Verein* in Vienna, the lessons are given daily from 8 a.m. to 1 p.m. or from 1 p.m. to 6 p.m.

There are free places for those who wish to become ironers, and these scholars must attend daily for four months. Other pupils come for one month or less, and there are also classes lasting two weeks, with a daily attendance of three hours either in the morning or the afternoon. The fee for the latter is 8 *kronen*, or about 6s.6d.

These ironing courses are not particularly popular, and the equipment is often less lavish than that accorded to other subjects. The room is generally in the basement, and though rarely deficient in light and air, they are not so strikingly attractive as the various sewing-rooms. Round stoves are generally provided for heating the irons and the work is done at long tables. If the course includes washing, the laundry is usually an adjoining room, furnished with a large copper and various large tubs for the actual washing. That these movable tubs have one advantage was seen at Dornbirn, near Bregenz, where the household wash takes place about once in ten weeks. The tubs had all been moved out into the garden and the washing was going on in the fresh air under the trees.

Both in the separate courses and in the resident housewifery schools there is a tendency to diminish the actual washing as much as possible. Where there is a large household, one or more washerwomen are engaged, and the teachers say of this as of other rough work : the girls do enough to know how to do it.

When one examines the garments hanging round an ironing-room the estimation in which this subject is held in contrast to others becomes at once apparent. The work is all good, practical and sufficient for the ordinary needs of life, but it lacks what one might call the professional finish which is the general characteristic of the other work done in technical schools for girls.

In the resident schools the equipment is generally better, and care is taken to save labour as much as possible. In the resident housewifery school in the Lette-haus in Berlin there is even an automatic washer, which saves a great deal of labour, a great consideration in a household of 150, where no servants of any kind are permitted.

C.—Cookery Courses.

Detached cookery courses for girls are apparently losing their popularity in Germany, and, to a less extent, in Austria. A great

many are still held, but their inferiority to the complete housewifery course is so patent that they are often only regarded as a makeshift, suitable for country places or for girls who must learn the technique of cookery with the least possible delay In many places, the old cookery course has been extended to include at least the elements of hygiene and a few practical lessons on housework.

The method of instruction is not radically different from that employed in elementary schools. The group system still prevails, though the group diminishes in number the higher the class of school, and naturally the syllabus grows at the same time more and more complicated. A very general plan is to let two pupils work together and cook a complete meal, consisting of four or five dishes, for a certain number of persons. Other teachers let their pupils work alone and each is responsible for one dish. Many schools are less definitely organised, especially where the teaching is only just emerging from the stage of being simply an opportunity to cook.

The number of pupils in a class varies ; it is rarely more than twenty-four for a teacher, and it is often considerably less in a high-class school.

The kitchens are nearly always combined with restaurants, where regular guests have *abonnements* or serial tickets. Sometimes these dining-rooms are reserved for ladies, but very often they are open to both men and women. The cost is moderate, and the pupils take it in turn to wait, but the responsibility of preparing a restaurant dinner entails much extra anxiety on the teacher, particularly when, as often happens, the pupils are all new together, a fact which the guests are not supposed to guess from the quality of the food served. On the other hand, much extra scope is given for practice by introducing the restaurant dinner. Very often two distinct menus are cooked, one for the guests and one for the pupils, and orders are taken for parties, receptions, etc., and thus the advanced students have practice in high-class cookery without the extra expense which probably often acts as a deterrent to English girls. Fees and syllabuses vary according to the class of pupil expected in any particular school. Schools with restaurants are always open, and the teachers go on leave in turn in the summer, taking it in turns to share the work of the absentee, unless the school can afford to engage a *locum tenens*.

Classes for working girls are held in many towns, and it is here that many employers of labour have shown great generosity. Six Cassel-trained teachers are entirely employed by large factory owners to teach the families of their employés, and many of the short peripatetic courses have to thank local manufacturers in part, if not altogether, for their existence.

The pretty school at Dornbirn, near Bregenz, has already been mentioned. It belongs, in fact, to three of our categories, as resident housewifery courses, sewing courses, and day and evening cookery classes are all held beneath its roof.

Herr Krupp, the famous manufacturer of silver and pewter ware, has a small school in Berndorf, near Vienna. This is only an evening school for girls belonging to the families of factory hands or who themselves work in the factory. The lessons are given on five evenings in the week for three months, and six girls are admitted to each class. Those who have passed through a cookery class have the privilege of entering one of the sewing classes, a much more popular subject in this neighbourhood. Sewing is free, but cookery pupils pay 2d. an evening for their supper, a fee that does not nearly cover the cost of the food provided.

The girls come straight from work, which ceases at 5 o'clock. The class hours are nominally from 5 p.m. till 8 p.m., but the lesson lasts little more than two hours. After nine hours' work as a wrapper, packer or burnisher, a longer lesson would be useless, as the girls often arrive tired, and many live at some distance from their work. This school is rather experimental, and the original and generous plans of the founder have been much modified in consequence of the local opposition, which is often aroused by an experiment, particularly in a conservative country district.

The firm of Henschel, manufacturers of locomotives, heavy machines, etc., in Cassel, have also done a great deal for the welfare of their workpeople. They have built model dwellings which are let at a very reasonable rent, though, according to the universal town custom in Germany, these are in the form of the great block buildings which are generally inhabited from necessity in London and often can hardly find tenants in English provincial towns.

A pretty little cookery school, with apartments for a resident teacher, is established on the first floor of one of these buildings, just above the large assembly hall. Here free lessons are given to workmen's daughters who have left school. The standard of food is rather higher than that in the kitchens of the elementary schools, being what they call "good burgher's fare," as befits the family of a skilled artisan.

The kitchen, dining-room and storeroom are bright and roomy. The girls come daily in the mornings, and cookery courses, lasting three months, alternate with classes for ironing, washing and mending, which last only two months. One month's holiday is given after each five months' work. A trained teacher is employed, and the firm give her the same right of pension as she would have as a teacher engaged under the regular education authorities. A good many girls stay a whole year, and some of them are induced by their school experience to enter service. They are not of the social class from which factory girls are drawn, and as there is no opening for female hands at the Henschel factory and very little in Cassel, service or commercial work provide the natural openings, particularly for the daughters of skilled workmen.

Where the philanthropic employer is absent—and he is still wanting in a great many neighbourhoods—his place is often taken by the philanthropic association. Good examples of such cookery classes for working women are to be found in Cologne, Munich and Vienna,

but a complete list of these classes would be a long one, were it possible to draw one up.

Evening classes for working boys and girls are in sensible disfavour in most parts of Germany, though it is doubtful whether the practice of opening secular and technical Sunday schools is much to be preferred. As we have seen, efforts are being made in Bavaria to supplant these old Sunday schools, and in Baden this is already accomplished. Further north, Sunday is still eagerly used as an opportunity to teach "something useful."

In Cologne, more than one of these Sunday cooking classes may be seen. One school admits thirty working girls, and charges about 3d. a head for the meal which they cook and eat together.

The Women's Society has a private school where week-day and Sunday classes are held, the latter being exclusively for working girls. About twelve attend on an average, but they enter when they like and come very irregularly. These girls come mostly from such trades as hand chocolate-making, fine ironing, or dressmaking, and are generally anxious to learn, especially when they are prospective brides, as is frequently the case. The school is open from 9 a.m. till 1 p.m., thus leaving time for the indispensable Sunday outing.

In Munich, we find an example of the old-fashioned evening classes. These are also under a private society, and are very popular. The girls come twice a week for eight weeks, and pay a fee of about 3s. Until new premises can be found, only twelve girls can be admitted at once, and parallel and rather more expensive classes have been started for counter and office girls in order to meet the great demand for admittance. Sometimes a forewoman comes with eleven of her girls, and such a class is always specially successful. The lessons are given in the usual way, and two are chosen to serve the meal, which consists of such dishes as vegetable soup, a cheap meat dish, and pickled cabbage, or some other inexpensive vegetable.

The evening classes in Vienna and about sixteen other Austrian towns owe their origin to a small evening school for factory girls which was started in 1892 at the instance of the Central Factory Inspector, Dr. Migerka, and are under the active superintendence of his wife, who is president and herself gives the weekly hygiene lesson to the girls. Since the opening of the school, more than seventy courses have been held, twelve pupils being admitted each time. The girls have to come every evening from 6 p.m. to 9 p.m., with the exception of Sundays and public holidays, and the course lasts two months. Three times a week there are sewing lessons, when six girls sew and six cook. On these evenings former pupils are also admitted, but they leave before supper.

Once a week a cold supper is prepared in advance for the following evening, when the president gives a simple health lesson. Similar arrangements are made before the fortnightly cleaning evening. On the evening when no extra lesson is given, all twelve girls work in the kitchen. Owing to the short time at the disposal of the

teacher, it has been found impossible to arrange for the writing of the recipes during class without unduly hindering the practical work. The recipes and details of cost have therefore been printed or typewritten and mounted on stiff cards; these copies are lent to the girls, who copy them at home on Sundays into their note-books. The careful and accurate way in which this is done shows that the pupils fully appreciate their privileges. They are mostly skilled workers, *i.e.*, ironers, flower-makers, machinists, etc., and belong therefore to the higher class of working-girl, but it speaks well for their diligence that they come night after night when they have already worked nine or ten hours at their place of business. In spite of the long working day which this entails, many girls improve greatly in health during the course, owing to the nourishing and regular evening meals. The classes are well filled, and though they are nominally for single women, it is not uncommon for a young married man to appear and beseech the teacher to admit his incompetent wife into her already crowded kitchen, and such requests are always granted, unless the class is so full as to render the inclusion of an additional member absolutely impossible. This little school also possesses a small lending library, and this addition to the ordinary school equipment is much valued by the girls.

Unpretentious as this school is, it has exercised much influence, not only on its 900 pupils, but on like-minded people in other localities who have followed the example given by the founders. A similar school was started eleven years ago in an industrial suburb of the city, and here an extension has been made and the rooms are used in the mornings by the daughters of small shopkeepers, clerks, etc., girls who enter neither factory nor service, and who are generally obliged, as they grow up, to do a large share in the work of their own homes.

Pupils must be not less than sixteen years of age, and they pay a fee of about 24s. for daily instruction for three months, with an additional 6d. a day for dinner.

"The pupils learn about fifty soups, forty vegetables, thirty different meat dishes, twenty kinds of roast meats with salad and *et ceteras*, about 100 puddings, and how to prepare fish and birds for the table. They learn also to preserve fruit and vegetables and the most important facts about feeding invalids and infants. If the pupils live in the neighbourhood they go to market with the teacher. Lessons are given on the food-value and quality of the materials used, on methods of heating, and the exact keeping of household accounts. Pupils are also taught to clean and keep in order the utensils, the linen and the dwelling." This is an ambitious programme for a small school, but these classes have been held for two years, and whether the whole syllabus is worked through or not, the girls seem to learn a good deal and to work independently and with interest.

Peripatetic housewifery classes take the place in the country of the Sunday and evening classes in the towns. They are held in many

parts of Germany—notably in Bavaria, Wurtemberg, Alsace-Lorraine, and the neighbourhoods of Cologne and of Giessen. In Austria the courses are free to both men and women, and domestic subjects are only treated in connection with more distinctly agricultural subjects, such as fruit and vegetable growing and preserving, dairy work, etc.

Most peripatetic courses last from three to six weeks, a limited number of pupils coming every day from morning until evening. Fees are generally nominal, and probably hardly cover the cost of the food. Where the National Women's Society or any other Women's Union provides teacher, utensils and, if necessary, a stove, the village is expected to provide suitable rooms for classes and teacher, firing and light. This is often done in part if not altogether by the local authorities.

Special day courses as a preparation for domestic service are occasionally held, but most of this work is done in resident schools or large institutions. Day schools of this description are to be seen in Munich and Stuttgart, the latter being a particularly favourable example.

There are two teachers and about sixteen girls in this school. The kitchen is bright and airy, and is furnished with three double stoves. Each couple of pupils cooks a complete meal, and eighty guests are served daily at the school with 6d. dinners, besides a number who send for the meal. The girls learn to wait, clean, etc., and a certain number enter service later, but this is not obligatory, though the school is intended for girls who propose to do so.

Day courses in middle and high-class cookery were the starting-point of domestic teaching for adults in Germany, and they are still more numerous than any other kind of domestic school. Wherever there are modern technical schools they are held under the best possible conditions, and here again there never seems to be any lack of pupils in spite of very strict rules as to regular daily attendance during the three or six months of the course. These courses are naturally to be seen at their best in such renowned centres of domestic training as Cassel, Carlsruhe or Berlin, but this does not by any means imply that other towns are behindhand. Some schools, such as those in Munich and Strassburg, have outgrown the allotted space and are looking forward to extensions which will enable them to rank among the first of their kind. It is, indeed, difficult to select examples from the great number of first-class schools, not to mention the many in smaller towns.

In Berlin, the best known courses are those held in the Lette-Haus where four kitchens are daily in use to accommodate the students in training and the day and resident course pupils, exclusive of the residents in the regular housewifery school.

Each kitchen is arranged for sixteen pupils and the equipment is not only practical, but refined and pretty. Both gas and coal stoves are used, and all kinds of utensils are provided. Four pupils prepare a meal for four or six persons. At 12 o'clock teachers and pupils leave the kitchen and cooks take their place and put

all the small portions together, finish the cooking in enormous utensils and serve the dinners for the restaurant, pupils, etc.

Other courses for cookery alone are held in the Pestalozzi-Frœbel Haus and in most of the large technical schools, but as these are also resident schools whose main object is to give complete housewifery courses, they are described in the next section. In Stuttgart there is an extra school for cookery classes, which is held on the ground floor of the large needlework school. The course lasts three months, and is in two parallel divisions. The pupils come from 8 a.m. till 2 p.m. and from 3 p.m. till 5 p.m. on alternate days, paying an inclusive fee of £3.

There are sixteen pupils in each division and intending teachers are also admitted but their course lasts for a whole year.

Dinner is cooked daily for 110 people. The pupils work in pairs, and four to eight complete menus are cooked daily, consisting of soup, two meats and a sweet dish. During the last month of the course each day two couples cook quite independently a meal for four persons, in order that all may have practice in cooking for a small number. (*See Appendix J.*).

In Carlsruhe there is also a cookery school in addition to the housewifery school. Here twenty pupils come for courses lasting seventy-three days, for which town pupils pay 7d. a day, a fee which includes the cost of dinner. Pupils from a distance can board in the school, and are charged 1s. 6d. per day for board and lodging, reductions being made when they are absent for part of a day.

This school professes to teach simple middle-class cookery, *i.e.*, it was meant originally for girls belonging to the lower middle class. Ten cook the regular dinner every day, and ten are engaged in the distinct branch of baking and also do the waiting and attend to the dining-room.

Lessons in theory are given in summer from 7 a.m. till 9 a.m. At 11.30 a.m. the pupils dine, and at 12.30 p.m. dinner is served to the restaurant guests, who in this case are all ladies. From 2 p.m. till 3 p.m. fresh recipes are explained and twice a week the boarders have an arithmetic lesson. On Sundays and public holidays the school and restaurant are open as usual, but only ten pupils attend.

Dinners, consisting of soup, meat and vegetables, cost about 7½d., and the school pays its current expenses and usually has a small surplus at the end of a course. It is situated on the third floor of the Luisenhaus, a fine building which has been erected by the city authorities and given into the charge of the Baden Society of Women, who use the remaining space for other of their useful philanthropic enterprises.

It is unnecessary to prolong the list of these cookery courses. Beyond the differences due to teachers, local customs and minor regulations there is little variety in principle or method. Some very old-fashioned schools are to be found, but in the main the teaching is as organised and as scientific as is possible where time is short and guests have to be considered, and for those girls who have

neither time nor means for a more complete course they offer a valuable opportunity for gaining some systematic knowledge of the value and preparation of all kinds of food.

Mention should be made here of the non-resident combined housewifery courses which are held in some schools notably in the Lette-Haus in Berlin, and in the technical school for girls in Vienna.

The courses in Berlin last six months or a year, and are included here as the residence is quite apart from the class-rooms, where resident and non-resident pupils work together.

They are arranged not only to give training for home life, but also to prepare any girl to take a situation as companion, " mother's help " or lady's maid in a town or country family. A complete course, lasting eleven months, costs about £25; instruction in cooking is given four or five times a week, and there are classes for washing and ironing, all kinds of sewing, book-keeping and housework, which is practised in a special suite of apartments.

The combined housewifery courses in the school of the Frauenewerb Verein in Vienna last two years, but there are shorter detached courses for most of the separate subjects. In the combined course the pupils come daily from 8 a.m. until 11 a.m. or mid-day, and again from 2 p.m. till 5 p.m.

The mornings during the first year are, with the exception of one month in the laundry, entirely devoted to different kinds of sewing and cutting-out. In the second year five months are spent in the dressmaking class, two and a half months in the kitchen, and there are classes for millinery, fine mending and hairdressing, eighteen lessons of two hours' duration being given in the last subject, which is very popular. German, arithmetic, geography, drawing and elementary hygiene fill all the afternoons. The fee for this complete course is about £15, exclusive of materials for needlework and the necessary school books.

D.—Resident Housewifery Schools.

(1) *Town Schools.*

The town resident housewifery schools differ chiefly from the cookery schools just described in that some, if not all, of the pupils live at the school, and therefore the work can be arranged more on the lines of an ordinary household.

These town schools form a kind of transition between the day technical schools and the resident schools in the country, for where some of the pupils live at their own homes the school has a kind of double character and can hardly be said to belong to either class.

Some of the town schools are practically ordinary technical schools with a residence attached. Such is the case in the Government school at Rheydt and the schools in Munich, Cassel, Hanover, etc. In some of these schools the lessons are given to residents and non-residents together, and cooking becomes the chief subject taught. The residents do a certain amount of housework in attending to their rooms, and in some cases extra lessons in sewing, washing

and ironing are arranged for them. The accompanying lessons in elementary hygiene and natural science are given to the whole school.

In all the housewifery courses, be they held in day or resident schools, the instruction covers practically the same ground, except for certain broad distinctions between town and country schools. In the cookery lessons the pupils are expected to learn to prepare all the dishes used in an ordinary German household, and also the special delicacies required at Christmastime and for household festivals. They also learn to preserve fruit and vegetables, an art that must be often taught to perfection, to judge by the store-rooms in nearly all the schools with their loaded shelves, of which the teachers are always justly proud. A theory lesson is generally given each morning before the actual cooking begins. This consists chiefly of an explanation of the menu or menus for the day. The teacher questions the class closely on every detail in the cooking of the various dishes, asking in every case the reason for each process. The value of the different food-materials from the point of view of health is also explained.

The pupils are always divided into groups, some working in the kitchen, others in the house or laundry. Those belonging to the house group generally spend half the morning at least in the sewing room, where clothes are mended, and simple undergarments, overalls and blouses are cut out and made.

In the afternoons the science lessons are given. These consist of lessons in physiology, hygiene as regards both food and dwellings, and generally there is a singing class, and sometimes drilling is added. A few representative schools are described below, and this will probably give a clearer idea of the usual working of such schools than any statistical generalisation, as many of the schools are unique and individual, especially in the country.

Various kinds of homes and housewifery schools for girls of the upper artisan and lower middle classes are to be found in many places. Some are attached to a sisterhood, as, for instance, the school of the Sisters of St. Vincent and St. Paul in Cologne. Others are in connection with homes or semi-philanthropic boarding-houses. Of this class is the large Amalienhaus in Berlin, where from forty to seventy young girls come every year to do all the work of the house and the night shelter and boarding-house under the supervision of ten deaconesses, two trained teachers of needle-work and a laundry instructress. Board and lodging for these girls costs 15s. a month.

These schools may be termed old-fashioned in many senses. The bare dormitories, the constant work, sometimes lasting, with very short intervals, from 6 a.m. till 9 p.m., and the fact that the school does the housework of some other institution, all emphasise the fact that one is in an institution. The girls doubtless acquire technical knowledge of all branches of housework, besides receiving valuable training in habits of cleanliness, order and punctuality. Otherwise the school can hardly be said to give a training for home

life, when all that is homelike is practically excluded. These schools have undoubtedly done valuable work and filled a much-needed place in the past. It may be that they will be needed for some time longer, but meanwhile the German women may well claim that their newer housewifery schools show what may be done in uniting a school for hard practical work with a house where all that goes to make a home homelike has as full an expression as is possible in the absence of parents and young children.

Turning again to the mixed day and resident schools, one of the prettiest is the second Pestalozzi-Frœbel Haus in Berlin (*see Appendix J.*, p. 114). Separate courses are held in each branch of domestic work, but there is also a combined housewifery course lasting six months which is shared by residents and non-residents alike, the fee for the former being £22 10s., for the latter £14. One of the kitchens is used by a class of little day-scholars who pay about £7 10s. for a year's course which prepares them either for service or for home life. The plan of lessons and the general arrangements are similar to those found in other schools, but the Pestalozzi-Frœbel Haus has a peculiarly friendly air. All details are arranged with the most minute care, and, perhaps most important of all, while the school course provides plenty of hard work, the rooms give one no suggestion of being in an institution. They serve rather as an example of how to make a home cosy and artistic. This house has three large kitchens, each capable of holding a practical class of twelve pupils. In the school at Hanover there are four, each furnished with utensils of a different colour. These kitchens are used respectively by the students in training, the private pupils, the continuation school girls, and children from the elementary schools. On the upper floors are pretty bedrooms for those pupils whose homes are at a distance and the building is so spacious and bright as to give quite a luxurious impression.

This generosity with regard to space, light and fresh air is characteristic of all the best modern schools in Germany, and is equally noticeable in the technical schools in Stuttgart and Carlsruhe.

At Stuttgart, the school belongs to the Society of Swabian Women, who built the present house five years ago. The school was started in 1896, and can now accommodate forty-five boarders and about twenty-five day pupils. Some of the students in the commercial school are allowed to board here. The bedrooms hold two, three or four pupils and are so arranged as to leave plenty of free space. They are plainly furnished, but naturally the students like to bring their own ornaments. Different kinds of wood are used in different parts of the house and the floors are treated differently on the different storeys so that the pupils may learn every kind of house-work. On each floor there is an airy dressing-room where the kitchen overalls must be hung whenever they are not in use. Four ladies board in the school; dinner guests are received and many meals are fetched by neighbouring families, according to the custom common on the Continent. The resident ladies have two rooms

each and bring their own furniture. They pay about £6 a month; the dinner guests pay 8d. a day for a meal consisting of soup and two meats with the usual extras.

With these resources added to the fees of the pupils the school not only pays current expenses, but also a regular rent which is gradually clearing off the debt on the building. The pupils have a good work and dining-room which is separated by a movable partition from a fine dining-room. This second room serves as the restaurant, and on great occasions, such as the yearly meeting of the society or when the premises are let for a wedding, the two rooms are thrown into one.

Continuing our journey from the upper floors downwards, we come to the basement, which is more like a ground floor. Here are two large kitchens, each furnished with a roomy scullery. One is used by the resident, the second by the non-resident pupils, but the same food is prepared in each. The meals cooked for the guests and the pupils are quite different, in order to give extra scope for practice. The kitchens are fitted with both gas and coal stoves; the pupils work in pairs and each pair cooks four or five dishes. Two teachers and two students are employed in each kitchen.

The laundry is also very well fitted up, but the pupils are not expected to do all the washing of the house. Each one does such of her own things as are prescribed by the school programme, and this sensible plan is followed in many schools of this class. A laundress and five servants are kept to attend to the general washing, the stairs and corridors and to do other rough work. In the older schools it is the rule to have no servants, and great stress is laid on the fact that the pupils do *all* the work of the house. The newer idea seems to be slowly gaining ground that it is waste of time for the girls to do over and over again rough work which can be learned with very little practice, and it certainly seems more practical for girls of the rank received into these schools to learn all the work at first, but afterwards to leave the work of charwomen and scullery-maids to servants hired for the purpose, thus reserving more time and energy for the more advanced or intricate household duties.

To return to the Stuttgart school: the housewifery course lasts five and a half months. Thirty-two girls are received, and paired for the whole course. Sixteen work daily in the kitchen and the other group attends to the house, laundry, etc.; these groups change places once a week.

The usual theoretical lessons are given during the afternoons, and an interesting addition here is the discussion of the proper regulation of the household work. The girls draw up plans for this and learn what duties should be apportioned to different servants, what it is fair to expect of them, etc.—a very practical difficulty in the path of most young housewives.

In Stuttgart the teachers are chosen from different training schools. This may, perhaps, break the continuity of the teaching, but it certainly has a broadening effect on the school as a whole.

The teachers have four or five weeks' leave each year. The residence is closed during August, but the day cooking school is always open. The courses in the two kitchens begin at different times, so as to avoid having both filled with beginners.

Each term, or quarter year, is enlivened by four dinners (*Probe-Essen*) to which the parents of the pupils are invited.

The school at Carlsruhe is built on much the same plan as the one in Stuttgart. Here also we find the double kitchen and the parallel cookery lessons for the day and resident pupils. A certain number of "dinner-guests" are received, but no meals are sent out.

The house and bedrooms, each holding from two to five inmates, are very simply furnished, but here again we find the roominess which is so lacking in more old-fashioned schools, both in Germany and other countries.

There is room for twenty-eight resident pupils, and the fee for the twenty-two weeks' course is £20. A second course immediately following the first only costs £16. The house is under a head-mistress, who is assisted by a housekeeper and four teachers, all of whom have been trained in the adjacent training school. As in Stuttgart, the residence is closed during August, but the day school is always open, though it is naturally somewhat less popular during the hot summer months.

As soon as the pupils arrive they are sorted into pairs and the arrangement holds for the whole course. Half work in the kitchen and half compose the house group. These groups change daily, but the small extra house and kitchen duties which are given to each couple are only changed once a week.

Breakfast is at 7 o'clock, and by 8 the ordinary bedroom work is done. By this time the fourteen day pupils have arrived and the pupils of both kitchens assemble for the daily theory lesson, which is given by the head teacher. Recipes are always dictated and learnt beforehand, so that this lesson is really recapitulation. The recipes are repeated and then the girls are questioned in the most minute way on every detail of their preparation, and they are expected to know the reason for every step. The purchase of the necessary ingredients is not forgotten and there are many questions on the recognition of good and bad qualities, etc.

Finally the menu is taken as a whole, and the girls say how they are going to divide the work, so that the three or four dishes shall be ready at the same time.

This lesson is given very briskly, and at 8.30 a.m. practical work starts. Each pair cooks a complete dinner, thus fourteen dinners are prepared daily to be divided among about 100 persons. As a rule all recipes are made out for six persons, this being considered a convenient average number from which to learn how to reckon for a family. Two pupils are chosen each day to accompany the cookery teacher to market. Each week one of the pupils acts as housekeeper; it is her duty to keep the accounts for the whole house and to give out all supplies from the capacious store-room.

Meanwhile, the house group is turning out rooms if it be Friday or Saturday. On other days the house is in order by 9 o'clock, and then some go to the ironing-room, and others do the parlour-maids' work in the two dining rooms.

The residents wash their own clothes from three to five times during the course, but except for kitchen and table linen, the rest of the washing is given out.

Dinner begins at 11.30 a.m., and after the meals are cleared away all are free until 3 o'clock, when the usual theory lessons begin. Four servants are kept to do the rough work, and as the house is heated throughout from the basement there is hot water on each floor and thus this work is minimised as much as possible. An interesting addition to the curriculum is that each pupil spends in all eight days in the neighbouring *créche*. On these days she is on duty from 8.30 a.m. till 8.30 p.m., with the exception of dinner-time. Thus she has an opportunity at least to begin to learn something of the right management of infants.

The work for the day-pupils is arranged somewhat differently. They are divided into two classes, and their course only lasts three months, for which they pay £4, a fee which includes dinner. Their hours are from 8 a.m. to 3 p.m. on three mornings in the week, with explanation and dictation of recipes on two afternoons. They also have a special afternoon lesson in baking every fourteen days.

In both kitchens the girls look very smart in their large white aprons and white caps with knife and dishcloth hanging from their belts, and when work is in full swing, the scene is very bright and animated.

(ii.) *Country Schools.*

Before describing the regular country housewifery schools, mention should be made of two schools which stand between our groups of town and country resident schools. They are situated at Baden-Baden and at Schwetzingen, and belong to the Dowager Grand Duchess; the second school being under the special care of her daughter-in-law, the reigning Grand Duchess. Except that more gardening is taught at the school in Schwetzingen, the two schools are similar in arrangement, and therefore only one need be described. The school in Baden-Baden is situated close to the castle, and is under the minute supervision of the Dowager Grand Duchess, who visits it almost daily, looks into all the household details, and questions the girls closely on their work.

The school buildings consist of two handsome villas which have been adapted to their present use. There is room for forty-four pupils in all, but the course is held in parallel divisions and each house is practically independent of the other. The directresses are secondary teachers, but each is assisted by three special housewifery teachers, who have all been trained in the seminary at Carlsruhe.

The course lasts four months and costs £25, with an extra 25s. for

washing. The pupils are chiefly girls from noble or very rich houses, and the school arrangements are designed to foster a love of simplicity and an interest in social work. The discipline is strict, especially when one considers the home circumstances of these girls, but the place has a homely air, and the educational ideal is carefully preserved. The school life is not designed to teach only the handicrafts of housewifery. As in all true teaching, the subjects taught are regarded as the vehicles for a training designed to influence the whole character.

The girls rise at 6.30 a.m. and assemble for prayers at 7.30, all dressed in the neat school uniform of dark blue print dresses and large white aprons.

The girls are divided into four groups with six in each. The kitchen-group has already gone into the kitchen at 7 a.m. to prepare the simple German breakfast, which is served soon after 7.30 a.m. Afterwards they go with the cookery teacher to market, and the rest of the morning is occupied with the preparation of the midday dinner. The meals are planned out with the teacher for a whole week and the work is then divided. Each girl cooks one dish alone every day ; she knows beforehand exactly what duties will devolve upon her, and she has to do the shopping and be in all ways responsible for her share of the work. This plan is very effective in giving the girls some idea of what housekeeping as a whole involves, a difficult thing in such a large household, where the separate duties are apt to get more detached than in everyday life.

The kitchen group is also responsible for the afternoon coffee at 4 o'clock and the supper at 7.

The parlour-maids begin by laying the table for breakfast. When the breakfast things are washed and put away, they help in the kitchen, and attend to any baking that may be needed, this being here, as elsewhere on the Continent, a branch of cookery which is considered as almost a separate art. They lay and clear the table before and after each meal, wait during the meal, and wash up all glass and silver, cleaning the latter thoroughly on Saturday. One of them also acts as housekeeper.

This housekeeper undertakes the control of the household, under the guidance of the directress. She interviews the tradespeople, takes in the supplies and enters them in the housekeeping book. She is also responsible for the supplies needed for the evening and the next day, and has various small duties, such as writing the menu on the blackboard, giving the pupils their numbers for the day's work, etc. During the morning she goes several times through the house to see that both pupils and servants are doing their work conscientiously and efficiently. She pours out the tea or coffee, serves the soup, keeps the china cupboard in order, and sees that all scraps are used up to the best advantage.

Another of the parlour-maids is responsible for the order of the kitchen, for proper dusting, wiping of shelves, etc., and particularly for the cleanliness of both stove and floor. At all times the kitchen

must be a model of cleanliness and order, a rule which the frequent unannounced visits of the Dowager Grand Duchess must make very effective.

The next group is responsible for the general order of the house; they dust the furniture, water the plants, close and open windows and blinds at the appointed times, go through the bedrooms and see whether the beds are properly made and the washstands are in perfect order, and also sweep the garden steps, dust the garden seats, etc. Just as the parlourmaids assist in the kitchen, this group helps the laundry group with the ironing. This last class is not expected to do the actual washing. They do all the preliminary sorting, soaking, etc., and give out the proper amounts of soap and soda. They also hang the washing out to dry, starch, damp, fold and iron it. On mornings when there is no laundry work the third and fourth groups have a sewing lesson from 9 till 12 o'clock.

The sewing lessons are severely practical; mending and machining samplers are made, then plain undergarments and a fitting petticoat-bodice. This course has been planned in order to fit the girls to help as teachers in the sewing and mending classes for working women, which are such a popular form of philanthropy in Germany, and which are not unlike many of the English clubs for working girls. To this end, the girls also have lessons in the simplest artisan cookery, and the most advantageous use of a small income.

In the afternoon there are theoretical lessons from 2 till 4, and after coffee two hours are set aside for gardening or walks. Evening prayers are at 9, but any who are tired can go to bed as early as 8 o'clock.

The watchwords of the school are modesty and simplicity, and even on Sundays the girls all wear uniform, though a simple blue woollen dress replaces the print one of the week days.

The aim of the school is to train the rich girls of the country to realise the duty of unselfish work in the world. It helps them to realise that their easy life and social position give them a social responsibility and that they do not only constitute so much opportunity for pleasure-seeking.

The Dowager Grand Duchess takes a personal interest in each pupil, learns about her home circumstances, and seldom lets her leave Baden without some advice as to the best kind of social work to take up immediately on her return home.

In the regular country housewifery schools we find class distinction still more marked than in the towns, but this arises chiefly from the difference in the instruction given.

The first class schools take pupils who are seventeen or eighteen years of age and who have at least passed through the full course of a good secondary school. The instruction, and especially the scientific work, is based upon the work done in a school of this sort, and is therefore incomprehensible to a girl who has left school at

thirteen or fourteen, even if she has attended a continuation school later. This becomes obvious if we turn to Appendices B (I) and E, and contrast the scientific teaching given in the Berlin Elementary Schools and a Girls' Higher School, bearing in mind that these examples approximate more closely than is usual. It must also be remembered that a girl who has had ten years at school develops usually more intelligence than one who leaves at the age of thirteen or fourteen.

Beginning with the simpler schools, we find some of the best examples in Baden and in different parts of the Austrian Empire. Many of these schools were founded by private societies, but as their utility has become more widely recognised, they have been taken over by agricultural societies, district councils and other public bodies. Sometimes they are in connection with an agricultural school, and the girls cook for the male pupils. In other schools, the buildings are used by the young farmers during the winter months, and by the housewifery pupils during the summer.

The best established schools are in use all the year round, the courses lasting from five months to a year, according to local arrangements. One of these Austrian schools is at Budweis, in South Bohemia. The courses last five months, for which the inclusive charge is about £10.

The usual theoretical lessons are given, but there are some additions to the ordinary syllabus, notably Bohemian and Austro-Hungarian history, and lessons on behaviour at table, in the house, the street, the church, in company, etc.

The care of domestic animals, dairy-work and gardening are also included as suitable and useful in a country school.

As many of these schools are primarily intended for the daughters of farmers, small landed proprietors, etc., an effort is made to teach the rudiments of all the duties a countrywoman is usually called upon to perform, and the Austrian schools have been very successful in this way, governed as they chiefly are by bodies of men who are conversant with all the details of country life.

In the Baden schools the country character is not quite so pronounced, and the summer classes often consist chiefly of town girls whose parents wish them to benefit by country air while adding this finishing touch to their education. The country girls can be more easily spared during the winter months, and some of the teachers find the work of this half year the easier, as these girls are more accustomed to manual work.

The oldest and one of the best known of these schools is at Radolfzell, at the head of the Lake of Constance. The little town of Radolfzell possesses the usual sewing and continuation classes, and also a sewing school, which was founded by the bequest of an old inhabitant, so that girls of the neighbourhood have more attention than falls to the lot of most village girls.

The first housewifery course in Radolfzell was held in 1882, and the success of this and two succeeding short courses led in 1883 to the first regular housewifery course held in Baden. This course

lasted five months and was really a private enterprise, though there was a little assistance from public funds.

A house for six pupils was fitted up on an island in the lake, and it was proposed to hold winter courses only. This provision was soon found too scanty and even when arrangements had been made to take sixteen peasant girls, 107 had to be refused admittance. Rapid progress was now made. The school had already been moved once into more commodious quarters. The substantial three-storey house which it still inhabits was built with the aid of public and private subscriptions, and after about seven years of State aid and inspection it was bought by the local authorities and has since belonged to the German equivalent of a district (*Kreis*) council.

The school fees are supposed to cover current expenses, and they vary somewhat with the state of the market, but they come to about £9 per course. The house is lit with electric light, and is well arranged, though everything is of the plainest. There is room for twenty-four pupils, and two teachers are in charge. In summer, the school is often only half full, and this makes the work very hard, though the winter pupils have to cook for the scholars at the winter agricultural school. A schoolmaster gives the lessons in singing, ornamental-writing and arithmetic, and a doctor lectures on sick-nursing.

"The 'Housemother,' who is also the head teacher, gives the practical instruction in cooking, baking, laundry-work, dairy-work, and branches of agricultural teaching (chiefly fruit and vegetable growing), arranges the practical kitchen and household duties, and also the menus, according to the general principles dictated by the Committee. She explains these to her pupils and dictates the recipes."

The duties of the second teacher are less onerous. She supervises the upstairs work of the house, and teaches sewing, with elementary dressmaking and drafting.

The girls are divided into four groups and change their work once a week. They are busy from 5.30 a.m. till 9.30 p.m., and the household duties are in this school considerably augmented, for there are pigs and fowls to be tended, and a fairly large garden must be kept in order.

The school belonging to the Heidelberg district is less severe on the pupils in the way of hard work, but it trains them more carefully in various branches of needlework. For this reason, perhaps, it is very popular, and even in summer there is seldom a place to spare. Probably its popularity is still more due to the motherly directress who has presided over its fortunes and growth during eighteen out of the twenty-three years of its existence. This was the second of the Baden housewifery schools, and it too was started by a private society, and passed later into public hands. The schoolhouse is an ancient family house in the quiet little country town of Neckarbischofsheim. It stands in a pretty garden, but the gardening lessons are theoretic only, lest the hands of the girls should be spoiled for sewing, on which the directress lays much

more stress. Her great aim is to keep the school like a large family, and consequently the steady work and plain rooms are powerless to dispel the home-like feeling which only a genial personality can inspire. The general school arrangements and the course of teaching do not call for special mention, unless we except the wonderful store of preserved fruit, vegetables and eggs which is to be seen in the capacious cellar. The hours, too, are shorter than in Radolfzell, being from 5.45 a.m. until 9 p.m. daily, with more pauses for rest or recreation, though even then the demands made upon the activity of the pupils must be considerable.

Most of the schools which have been described have their counterparts in other countries. Probably each country can learn something from every other, but all alike can now point to the fruits of years of experience in the shape of well-established classes in the elementary schools, regular technical schools, etc. Turning now to the last group of technical schools for girls in Germany, the country housewifery schools for well-educated girls of seventeen or eighteen years of age, we find a group of schools which are almost, if not quite, unique. In England the only school of the kind is the well-known private one at Malvern. There are schools in Switzerland which profess to do the same work, but both there and elsewhere, though the training is undoubtedly very valuable, the school arrangements must fail to remind the pupils of the homes which they have temporarily left.

These country housewifery schools in Germany are at present few in number, and on one point at least they are somewhat divided. The majority aim at fitting a girl to be mistress of a country house. She must know the principles of gardening, dairy-work, poultry-keeping, etc., in order to be able to control her servants and to direct affairs intelligently. She therefore has some practice, while at the school, in all these matters, but the organisers fully realise that the year at their disposal is far too short to teach these subjects thoroughly. They have to aim at the all-round education of the future country lady, and do not claim that the pupils are in any sense specialists or fitted, without further training, to adopt any one branch of the work as a profession, or even to teach in elementary housewifery schools.

The Society for Country Housewifery Schools has done wisely in thus limiting its aspirations, and leaving to others all special training, except in one of its schools, where a two years' course has been instituted for intending teachers. In 1897, Fräulein von Kortzfleisch and three friends founded the first school of this class at Ofleiden. After about three years this school had outgrown its bounds, and the forces had to be divided. School fees are arranged to cover all current expenses, but Government aid has been called in to solve the housing question. The result is that the society has been offered portions of historic buildings which were falling into disrepair, and which have in two cases been most successfully adapted to meet school requirements.

The chief school of the Society is at Reifenstein, in West Saxony.

It occupies one wing of an old cloister, and the whole enclosure is one of the royal domains. Magnificent pine woods encircle it on three sides, while in front stretches the fertile open country. A large piece of garden ground is allotted to the school, which is at once most picturesquely and most healthily situated. The wide corridors and quaint living rooms give an old-world air to the place, in spite of the large modern family of merry girls who constitute the household.

The course lasts one year and closes with an examination. Pupils between the ages of eighteen and thirty-eight are received in April or October. A fortnight's holiday is allowed at Christmas and Easter, and eight days are given in October. There are no summer holidays, chiefly because this would be such a bad time to leave the plants and animals, and also because just at this time of year the country life is most advantageous to the girls.

The school fee is £15 a quarter for German pupils; foreigners or any who do not wish to take the full course are charged £17 10s.

There is room for thirty-six pupils; they are provided with pretty little double bedrooms, which they ornament according to their own taste and make as cosy and homelike as they wish.

The kitchens and living rooms are large and well arranged, and a small house stands apart in the garden where there are rooms for occasional cases of infectious illness. Here also are the gardening class-room, greenhouse, potting-shed and laboratory.

The scientific apparatus, diagrams, etc., are very complete, and the school is, of course, staffed by trained teachers.

In summer the day begins at 6 a.m.; in winter everything is half an hour later. By 8.30 the ordinary daily housework is completed, and the pupils separate into their three groups and proceed to practical work. This plan is varied at the Society's second school at Obernkirchen, near Hanover. There all the pupils have a theoretical lesson from 8 a.m. till 9 a.m., as they are much fresher for that kind of work first thing in the morning than they can be after a tiring half-day in the kitchen, the laundry or the garden.

At Reifenstein the weekly morning programme for each group consists of :—

Two mornings in the kitchen.
One morning in the garden.
One lesson on fowl rearing in the early part of the year.
One lesson on dairy work in the later part of the year.
One morning's ironing.
One morning for laundry or housework.

Lunch is at 9.45 a.m., dinner at 12.30 p.m., and afterwards there is free time until 4 p.m., broken only by the summons to afternoon coffee at 3 p.m. From 4 p.m. till 6.30 p.m. there are class lessons. Each group bakes once and has one sewing lesson a week. There are also weekly singing lessons, and half an hour each afternoon is set apart for drilling.

The lessons in physics, chemistry, book-keeping, hygiene of food, daily life, etc., botany, dairy work, gardening, and fowl and bee keeping are distributed over the whole year, so that a certain

amount of instruction in each subject finds a place in the syllabus.

Each pupil has also some special house-duty, such as cleaning the lamps, washing the silver, laying the table, etc. These duties are changed once a week.

Supper is at 7.30 p.m., and afterwards there is some general reading on one evening in the week, and on another either a debate or some other form of entertainment.

The day here is a long one, but it seems to suit the pupils, and, hard as the work is, it would be difficult to find a pleasanter method of mastering domestic subjects.

On Sunday the work is reduced as much as possible, but in the afternoon the children of the neighbouring peasants are allowed to come and learn handicrafts such as carpentering, shoe-making and mending, cardboard work, etc., for the Society aims at more than training efficient housewives—one of its objects is to rouse an interest in social work and duties.

The other schools at Obernkirchen and at Kempen, near Posen, are very similar in organisation and method. The school at Obernkirchen occupies one wing of an old foundation where ladies of small means, but with not less than sixteen noble ancestors, can find a home suited to their position. The old building was not fully occupied, and six years ago one wing was a ruin. The noble ladies have their portion intact, but the ruin has been rebuilt for the school.

The syllabus of the school at Obernkirchen is given in Appendix K. This one has been chosen because this school includes a course for teachers.

The speedy success of Fräulein von Kortzfleisch and her friends shows that their schools have supplied a public want. They have also led to the foundation on similar lines of two independent schools. One of these belongs to the ladies of Munich, but as the school has outgrown its first home and will shortly be moved and rearranged, any detailed description would soon be out of date.

The other school is a private one, and belongs to Frau von Rossbach, an enthusiastic student of social problems.

The school was only opened early in 1906, and therefore nothing can be said as to the results of the teaching. It is situated on an old farm property near the village of Hopfgarten, between Leipzig and Chemnitz. The house has been entirely rebuilt and fitted with the proper modern conveniences. No regular servants are kept, but a woman comes in to clean the corridors, and the pupils only wash as far as is necessary for instruction. They do not do the heavy laundry work of the house.

Everything is arranged to save work as much as possible, hot and cold water is laid on all over the house, the rooms are built with rounded corners, and the washing basins are fitted with taps and waste-pipes. The dormitory system is in favour in this hygienically arranged establishment, and the large rooms are light, airy and empty of all save beds and the dividing curtains. A large room adjacent is divided into numerous cubicles, and here every

pupil has her private dressing-room as well as an airy spot in which to hang her working clothes. This room is also furnished with shower baths, while regular bathing facilities are provided elsewhere. Wardrobes are placed in the corridors. The living-rooms are not arranged with the same severity. There all is made as homelike and artistic as possible, while the beautiful garden, open terraces, verandahs and spacious grounds give every inducement to live out of doors as much as weather and lessons will permit.

Clothing and diet are also regulated by hygienic principles. "Reform-dresses" are worn for working; no tea, coffee or alcoholic drinks are provided, and a vegetable diet is substituted for meat three days in the week, as being more suitable to the country life and manual work. Pupils are advised to bring both a bicycle and a hammock, and regular excursions are arranged to vary the monotony of the school year, which is otherwise only broken by a month's holiday at Christmas.

The groups of pupils change their work weekly. The day lasts from 5.30 a.m. till 9 p.m. in summer. In the winter no one gets up until 6.30 a.m.; the household retires at 9.30 p.m., and half an hour less free time is allowed after dinner. The evenings are devoted to general reading, music or other recreation.

The instruction as a whole differs little from that given in the other schools, except on one point. In the schools already described the gardens, fowl-runs, preserving-kitchens and dairies are all there for the benefit of the pupils and are in use only so far as the course of instruction requires, though there is often a surplus, which is sold. At Arwedshof we find a large country estate doing a regular trade in farm and dairy produce, *i.e.*, fowls and ducks, eggs, honey, cheese, preserves, etc., and the pupils have therefore continuous practical work in all branches, and gain as well some knowledge of the management of country business. As the school is designed to give an insight into country life and to aid in tempting people "back to the land," this doubtless has its advantages, though the experience of the old-fashioned cookery schools with their restaurants has shown that the introduction of the business element sometimes has its drawbacks from a general educational point of view.

The careful attention paid to hygienic details and the healthy life have resulted in marked improvement in the health of the pupils, in spite of the hard work which is expected of them.

It may be added that the directress is very hopeful of having in the future pupils from other countries, and of thereby giving a wider scope and more broadness of view to her school.

There is one more country housewifery school, and this one must be specially mentioned, as it is on rather a different plan from the foregoing.

It is the seventh foundation of the Cassel Society for Women's Education, and was designed and built by Fräulein Foerster, who now spends most of her time there, and is the directress, as well as acting as honorary superintendent of the Women's School in Cassel, where she also teaches regularly.

The school is near the village of Oberzwehren, about thirty minutes' journey from Cassel, and close to the magnificent woods of Wilhelmshöhe. The difference between this school and the other country housewifery schools is one which a study of the Cassel method of elementary cookery teaching would lead one to expect. This is not a school where a pupil can in one year obtain a general, if elementary, insight into all the home duties of a country lady. There are three courses at Oberzwehren, in each of which there is room for six or eight pupils, who enter either for gardening, housewifery, or "small animals." *i.e.*, the rearing of poultry, goats, pigs, rabbits and bees. All three courses have joint lessons in natural science, hygiene, civil law, book-keeping, sewing and handicrafts, singing, gymnastics, etc.

The new house is beautifully arranged, and here again all the surroundings are artistic and homelike. The lessons are naturally more thorough than can be the case where more subjects are attempted, but in addition to the limited programme of work allowed to each pupil, the chief distinction of this school lies in the sort of ground principle on which the whole organisation is based. First of all, knowledge of principle must precede practice, and the practical work must therefore be regulated and subordinated to the stage of mental development at which the pupil has arrived. Practical or technical achievement must never be regarded as an end in itself, but only as a contributing factor in a liberal education, or rather, in life itself. Hence we find the idea of preparation for life as a whole pervading all arrangements, and this is especially noticeable in the efforts which are made to stimulate a sense of the beautiful in literature, art and nature.

A good library is provided and the girls read the classical dramas together. Different mottoes are chosen for each week, written in an ornamental hand and hung up in the dining-room.

Over the beds there are picture-frames in which fresh reproductions from good masters are hung weekly. A beautifully arranged flower garden surrounds the house and the rooms are also prettily decorated with flowers.

The girls also teach sewing in the village school, and during the winter there are handicraft lessons at the house for village boys. Towards the end of the course each pupil has a certain number allotted to her for whom she has to keep house for a week. This is found to be an expensive proceeding, but of course it increases the value of the training.

Needless to say, the arrangements of kitchen, laundry, etc., are as perfect as foresight and experience can make them.

Some of these details may seem trivial, even obvious, but they show the different ideal which pervades these modern schools as compared with the older ones in some parts of Germany or in Switzerland. Woman is not only the comfort-maker, but also the beautifier of the home. The second element has been too often neglected in the past, thereby nullifying much of the use of the schools. These German schools for future home-makers therefore set an example

which other countries would do well to adapt, if they do not find it practicable to follow it.

V.—TECHNICAL TEACHERS IN GIRLS' SCHOOLS.

A.—Training of Teachers of Needlework.

Though all women candidates for an elementary or secondary teacher's diploma in Germany and Austria are obliged to take sewing as one of their subjects, it is the general rule to have a special teacher for needlework wherever it is possible to obtain one. This is easy in the large town schools, where two or three teachers are often fully occupied in teaching needlework alone.

The training course for a certificate as teacher of needlework generally lasts one year. Courses of this kind are held in all the large needlework schools. Examination regulations are issued by the Prussian Government. In Baden the Women's Society has drawn them up and they are recognised by the Government. In Wurtemberg the same thing has happened. In all parts of Germany this special training is almost entirely in the hands of the societies. It includes a certain amount of practice in class teaching, but most of the time is spent in learning to perfection the different kinds of knitting and sewing.

Prussia.

For the Prussian examination each candidate must prepare :—

1. A new stocking, marked with two letters and a number in cross-stitch, also an unfinished piece of knitting.
2. A crochet sampler, sixty to seventy stitches wide, showing various patterns and surrounded with a crochet edging.
3. A man's night shirt.
4. A chemise.
5. An old stocking which has been re-heeled and on which both kinds of darning are shown.
6. Four to six small samplers or one large one of moderately fine material, such as would be used in an ordinary household. On this sampler must be shown different kinds of patching, darning and marking.

This programme gives the minimum of the work that must be submitted to the examiners, and from it alone no one would gain an adequate idea of all that is accomplished during a training course such as the one given in the Lette-Haus in Berlin. This examination course of work is sufficient to prove that the candidate thoroughly understands her subject, so far as it is taught in an elementary school.

The candidate also gives a trial lesson.

If she is already a teacher the theoretical examination consists merely of *viva voce* questions on the aims and methods of teaching needlework, on the choice of materials, and on the most important books which have been issued on the subject.

Candidates who have not already gained a teacher's diploma are also tested in their knowledge of the German language, by means of a written paper in pedagogy. They may also be required to write an essay on some subject connected with the teaching of sewing.

Baden.

In Baden the practical programme of needlework is more exacting, and there are also two grades of teacher and two distinct examinations. The first only qualifies to teach in ordinary elementary schools. The examination work includes all kinds of knitting and mending, and the candidate makes small-size models of the different garments required. Of course this is accompanied by the usual lessons in drafting, for which she prepares most careful and complete sets of diagrams. The embroidery required for white marking, monograms and scalloping also belongs to this course.

The course lasts at least five months, and costs £2 10s., exclusive of materials for work.

The students work about eight hours a day, the time being divided among the different subjects as follows :—

	per week.
1. Practical work: knitting, crochet, sewing	31 hours
2. Drawing	4 „
3. German	4 „
4. Arithmetic	3 „
5. Lessons on the upbringing and teaching of children	4 „
6. Singing	1 hour

Spinning can also be learnt if desired.

The student who aspires to a post in a technical school for girls passes the first examination and then spends at least one year preparing for the higher one. It is, however, not often possible to get through so quickly, and most students take a special arrangement of the various necessary courses which lasts two and a half years. The chief subjects are hand-sewing, machine-sewing, and dressmaking with the accompanying drafting. Each course begins with the making of a complicated sampler; in the hand-sewing course various undergarments are made. Three different kinds of each article are shown, and by the time this and the machining courses are finished, there is no dainty article of lingerie which could not be drafted, cut out, and made by a student.

The secondary subjects are so arranged as to accompany and vary the more serious work of the chief subjects just mentioned. The chief of these minor subjects are wool and fringe work, white and coloured embroidery, art embroidery, drawing and design.

The embroidery is not even surpassed in the special school for art embroidery, and the above list of subjects gives no idea of the scope and variety of the work produced. Every kind of fancy work is practised, while certain branches are carried to a specially high pitch of excellence according to the individual capacities of the pupils.

Wurtemberg.

The Wurtemberg system of teaching needlework has already been described (p. 49). The chief training school for teachers is the School of Women's Work at Stuttgart, but many students still choose the famous old school at Reutlingen.

The Wurtemberg examination is again a double one, the regulations for teachers in elementary schools differing little from those issued in other parts of Germany. The second examination is more specialised, and, instead of taking the whole course as in Baden, the intending teacher studies either dressmaking or embroidery with drawing and design. She is thus able to attain to the highest proficiency in the special subject chosen, though of course she is not able to take sole control of small country needlework schools, as is the case with teachers trained in Carlsruhe or Strassburg. The full course for a specialist teacher in embroidery takes four years. In the other subjects it is somewhat shorter. The fee for the first examination course is six guineas, a sum which covers the instruction given during fifteen months.

B.—Training of Housewifery Teachers.

The Prussian regulations for the examination of housewifery teachers are at present undergoing revision. It is proposed to have two distinct examinations, one qualifying to teach in elementary or continuation schools, the other to be a necessary qualification for posts in higher housewifery schools, such as the large town schools or the schools of the Society for Country Housewifery Schools. In the Lette-Haus in Berlin, the examination is already divided in this way.

It is only recently that government regulations for housewifery teachers have been issued at all. Prior to 1904, each society or municipal school trained and examined as seemed best to the governing council in question. In the older schools the course of training has not been materially altered, though it is becoming very general for all schools to prepare for the recognised diploma. In Baden and Wurtemberg, the authorities prefer their own regulations and still examine according to the schemes which they have recognised at the instance of the Societies of Women. Cassel and Carlsruhe have the oldest and best known training schools.

Perhaps the next school in point of reputation is the Pestalozzi-Froebel Haus in Berlin, and hundreds of teachers have trained at the Lette-Haus. Of late years a host of other training courses have been instituted to meet the rapidly growing demand for certificated housewifery teachers. The Society for Country Housewifery Schools has a course lasting two years at the school at Obernkirchen near Hanover. The Munich Society trains teachers at the resident school at Geiselgasteig, and there is a special training department in the beautiful school in Hanover. The Government schools at Rheydt, Posen and Potsdam also train teachers. As we have seen, the school in Strassburg has trained all the teachers for Alsace-Lorraine, and the municipal school in Cologne has provided the teachers not only for the elementary schools in that city, but also for the schools in Bonn and other neighbouring towns.

In spite of all this activity, one hears everywhere of the difficulty of obtaining efficient teachers, and the demand still far exceeds the supply. Many of the newer schools have still to prove their

methods. As for the Austrian Empire, the first training course was only started in the autumn of 1906, and as the Austrian considers German cooking inferior and the Hungarian thinks his style is superior to Austria as well as to Germany, it will probably be some time before trained teachers can take command of the housewifery schools in the two countries.

The majority of training courses last one year. In Carlsruhe the actual seminary course only lasts five months, but in order to enter this school, candidates must prove that they are already well versed in the art of cooking.

In the examinations the pupils have to show themselves capable of doing every kind of ordinary housework: washing, cleaning, cooking, etc. They must also understand book-keeping, and great weight is attached to a knowledge of elementary hygiene, the theory of nourishment and the care of children.

In all the training courses, practice or criticism lessons in class teaching are an important item. Unfortunately, opportunity for this part of the work is generally rather limited and the student has to be content with a far smaller number of practice lessons than is obligatory in London. Very often, too, the class consists of fellow-students, and though this plan must give excellent training in self-possession, it can hardly take the place of teaching a class of twenty-four school children.

The Carlsruhe School.

The Carlsruhe school was the first to establish training courses, and the methods in vogue both here and in Cassel may be found in practice not only all over Germany, but in many schools in Switzerland. Each student in Carlsruhe gives from ten to fifteen practice lessons, in a room which is exactly like the ordinary school kitchen. As the Baden continuation school teacher is obliged to teach a certain amount of reading and writing during the housewifery lesson, so in these practice lessons the theory is read from the continuation school reading book and most careful attention is paid to pronunciation and diction, all local dialect being most carefully corrected. As many of the students come from country districts where the Baden dialect is very strongly marked, this is a necessary precaution. These practice lessons are at first written out beforehand and worked through with the head-mistress. The students keep a complete set of books, *i.e.*, accounts, recipes, lesson plans, with schemes for the division of the practical work among different classes of children, and a book of notes similar to those dictated to the children. The students are expected to take a daily walk, but there is not much opportunity for recreation during this course, which is really too short for the amount of work which is prescribed. All the housewifery teachers in Baden have been trained here, and about half the former pupils are occupied beyond the limits of the Grand Duchy.

Though the training course in this school only lasts five months instead of the year which is usual, it must not be supposed that the

year's work is compressed into this short space of time. The five months are wholly spent in preparation for teaching, and candidates must have acquired the necessary practical knowledge beforehand.

The Cassel School.

In Cassel there are two training courses, each of which lasts one year and costs £10. Candidates must be at least eighteen years of age and have some practical knowledge of the arts of housewifery. As would be expected, the scientific and pedagogic sides of the training are almost the most important in Cassel. Indeed, it is a common saying in some parts of Germany that the Cassel teachers know very little about cooking. It may be true that the number of recipes actually learnt is small, but the students from this school certainly know how to teach, and as they are well grounded in the elements of cookery, it is not difficult for them to adapt themselves to local requirements if they obtain posts in other parts of the Empire. This course and that for an elementary sewing teacher can be taken simultaneously.

If the candidates for elementary school posts are not required to learn high-class cookery, the same cannot be said of the students who take the second examination, which qualifies them to teach in the more advanced housewifery schools.

Students are not eligible before they are nineteen years of age, and the whole of the work is more advanced than in the preliminary course, though the subjects learnt are fewer.

Candidates for the higher examination usually spend two years in the school and take both examinations.

Though one year is the time usually allotted to a training course in housewifery, it is increasingly recognised that this time is too short to learn cookery, laundry-work, housework, book-keeping, natural science, and hygiene, with, in many cases, a certain amount of gardening. At Geiselgasteig the course lasts one and a half years, at Obernkirchen two years, and the head mistress of the municipal training school at Cologne finds that exceptionally good preparation is necessary if a pupil is to complete the school programme in one year.

The Cologne School.

In Cologne the theoretical lessons may be specially mentioned. The whole course there is well planned, but lessons in practical work and the criticism lessons vary little as one passes from school to school.

In Cologne great attention is paid to gardening, and the students are trained in this subject by the director of the botanical gardens. A plot of land is allotted to each student, where the usual vegetables and a few flowers are grown. There is also an excellent laboratory in the gardens, where the lessons in chemistry, botany and physics are given. The lecture room is like a large greenhouse, and is surrounded with specimens of the different plants which contribute to the needs of daily life, such as small tea and coffee plants, cocoa palms, etc.

Domestic book-keeping is taught in the most elementary cookery class, and is therefore a necessary part of every training course.

In Cologne the subject is treated from a very wide point of view, and it was interesting to hear the students discussing the distribution of the incomes of artisans earning £45 to £75 a year, of a middle-class family with £90 to £120 a year, and of well-to-do people who had a yearly income of £150 or more, the family in each case being supposed to consist of parents and two children. In each case rent was reckoned at 12 per cent. of the total income, and the artisan's food was supposed to cost 62 per cent., while the "rich" family only spent 50 per cent. of its income in this way.

The detailed expenditure of a working man earning 5s. a day was next discussed in the most practical way. The rents of attics, single and double room dwellings were explained, and then followed a discussion on the best economies for the wife to practice. It was made clear that she should not make certain garments for the family unless the money saved in doing so exceeded what she could earn by taking in ironing in her spare time. The advantages and disadvantages of ready-made clothing followed, though no allusion was made to the underpaid labour which is so often the curse of cheap garments. However poor the family might be, the students were told to allow for the father's pipe, newspaper and an occasional glass of beer. Then, as the students showed ignorance of the prices of such garments as shirts, the lesson closed with an exhortation to examine the windows of small shops and to come with more practical knowledge next time, when the imaginary budget would be concluded.

It was amusing to note that even book-keeping was no exception to the other lessons in a German school, and the subject was opened with introductory remarks on its moral value and its share in promoting and maintaining domestic peace and happiness.

In Strassburg, the future work of the candidates is much simplified by regular lessons in official correspondence, register-keeping, etc.

Taken as a whole, these training courses have the same characteristics as the other technical schools for girls, and the objections to which the programmes are most open, viz., the overcrowding of subjects, and the shortness of the time allowed, are at present occupying the minds of educationists, and will, in all probability, soon be removed.

C.—Salaries of Housewifery Teachers

The present position of teachers of needlework and housewifery is almost as unsettled as the rules for their certification. Of course, State rules regarding pensions do not apply to teachers employed by private societies or individuals, though here and there we find that such private employers have arranged to treat their teachers in every way as if they were employed by the public educational authorities. In Baden, the housewifery teachers have as yet no right to a pension; but here again the educational rules are under

discussion, and it is probable that the next few years will see various changes, among them being definite State regulations for the certifying of housewifery teachers, and, it is to be hoped, for their treatment both while they are servants of the State and after they cease to be able to work for it. Meanwhile, the teachers for the women's society in Carlsruhe are insured by their employers against sickness and old-age.

In Wurtemberg, the State has adopted the regulations of the Swabian Women's Society in examining teachers of needlework, the chief technical teachers for girls in this part of Germany.

The pension arrangements for these teachers are rather curious. They have no right to a pension, but when they can no longer teach they have the right to apply for one. The authorities will then take into consideration all the circumstances, the age, service, etc., of the applicant and fix the amount to be granted.

The salaries of the numerous teachers of needlework in Wurtemberg are paid by the town and the State together. The towns give a minimum salary of £45 to which the State adds £2 10s. These contributions continue to increase, until, after twenty-seven years of service, a teacher may be in receipt of the maximum salary of £95. It must be remembered that the majority of these teachers are employed in comparatively small towns, where life is not so expensive as in the big cities; but even so, the prospects are not particularly brilliant.

In Strassburg the teachers in the school of needlework have salaries ranging from £30 to £80, with a pension of £20 a year when they reach fifty years of age or become incapacitated. The resident teachers in the housewifery school earn from £25 to £60, but they are expected to pay their own insurance premiums.

The needlework teachers in the elementary schools in Munich start with a salary of £20. Teachers in the advanced technical school have an initial salary of £62, with a rise of £6 every three years for fifteen years. These teachers have a very long training in the large school of needlework. The actual training course is short, but it is only a recapitulation course as far as practical work is concerned. Before entering this class a candidate is expected to pass through the various courses of the school and thus to gain complete technical knowledge of her subject, and so the preparation for teaching often occupies five or six years.

The teachers of the 8th classes are not ranked as technical teachers. They are regular secondary teachers (*Wissenschaftliche*) *Lehrerinnen*) and, as such, are subject to the ordinary State regulations.

Teachers in all resident housewifery schools usually begin with a salary of between £20 and £30, but here again it is impossible to give a general rule, owing to the different classes of schools and the different rules by which they are governed.

Where technical schools are closed either between the different courses, or at the same time as other schools, the teachers have from eight to ten weeks' holiday every year. In many schools

some of the work goes on all the year without break, and then the teachers have a month's leave in the summer. This is hardly enough, and unless an extra teacher is engaged to supply the places of each of the absent ones in turn, the holiday is generally both preceded and followed by a pressure of work that must tend to neutralise its effect. The schools which hold courses lasting five months and are closed for a month between each course seem to be among the most advantageous for the teachers.

Taken as a whole, and compared with other occupations open to educated women in Germany, technical teaching offers a very fair opening. The profession is not yet overcrowded. On the contrary, complaints of the difficulty of finding efficient teachers are everywhere heard, and a woman with good training and average abilities, with, above all, a love of the work and a belief in its social value and necessity, may be sure of making her way. Probably in all professions, more is demanded in Germany than in England. Life is apt to be viewed there in its most strenuous aspect, and hard work and much devotion for an apparently small return are expected in all walks of life. The lot of the technical teacher must not be considered apart from this fact, and, so viewed, it may be considered as satisfactory; while the housewifery teacher, at any rate, is generally associated with Committees or presidents who regard her work as a social mission. This may make them occasionally very exacting, but at any rate she is not left isolated and unsupported in the face of an opposition which is apt to rise against any novelty. The teachers in country villages have a more difficult time in this respect, and their lot is often by no means enviable during the first few years. On the other hand, when once the value of their work is recognised, no teachers receive more gratitude and unreserved appreciation than those who work among the simpler folk and a population small enough for them to become personally known to all the families in the district.

VI. CONCLUSION.

The preceding pages do not pretend to give a detailed description of all the domestic schools in Germany and Austria. The absence of Imperial reports and statistics and the variety of agencies at work make it almost impossible to give an accurate and complete idea of all that is done. It is to be hoped that at least an impression has been given of the principles which underlie this branch of teaching, of the general methods followed and of the lines along which the national experience and sentiment desire that progress should be made. It is in this last respect that Germany offers an instructive object lesson to neighbouring countries.

Her organised housewifery instruction came into being later than in England or Norway. The schools lack the support given by regulated Government grants as in Belgium or in Switzerland. Many questions which are still unsolved in Germany are equally debated elsewhere, and in some ways German schools are old-fashioned beside corresponding ones in neighbouring countries.

To an English observer, the rarity of demonstration lessons is one of the most striking points connected with foreign housewifery teaching. The value of such lessons seems to be scantily appreciated, but their almost universal absence is probably dictated chiefly by motives of economy.

The equally general adoption of the group or family system and the school dinner seems to have an excellent effect, and these methods might probably with advantage be adapted to English requirements.

Broadly speaking, methodical housewifery instruction has, wherever it exists, been established in the hope of solving three social problems. There is first the ever-present servant difficulty, but this is not solved by housewifery schools except in isolated instances. A great many girls attend the foreign schools and then return to live at home. In London many girls fight shy of such schools lest they should lead to service. The diminishing class of girls who would naturally enter domestic service undoubtedly benefit greatly by these schools, and a few are attracted to join the ranks who would otherwise have drifted into industrial occupations, but more cannot be claimed for these schools as a solution of the servant difficulty.

There remain two weightier questions: the influence of modern industrial conditions upon women of the working classes, and the influence of modern life, higher education and professional occupation on girls of the middle and upper classes.

To arrest the decay of home life among the industrial classes various expedients are tried, but they consist largely in different kinds of housewifery teaching. In this respect, probably the Belgian schools, with attendance on certain days or evenings for two, three or even four years, are the most effective.

The lessons in connection with elementary schools, or even during the year following dismissal from the elementary school, are little more than a sop to Cerberus. They are a step in the right direction; they may exert an influence on the mothers through the children, and the little that is learnt and not forgotten in the six or seven succeeding years is better than no knowledge at all. The same may be said of the short peripatetic courses lasting six or eight weeks, which find so much favour in several countries, though here the pupils are older, and therefore what they learn is of more permanent value to them.

The abolition of evening continuation classes and the substitution of compulsory day continuation schools is an achievement on which certain parts of Germany should be unreservedly congratulated. Not only does the teaching given gain in value from the fact that the pupils come to school when they are not exhausted by long hours at so-called business, but the moral value of such schools is almost inestimable. They tide over the dangerous period in a child's life between regular school discipline and complete independence. If, in England, all "young persons," as the expression is used in industrial legislation, were under the partial superintend-

ence entailed by a compulsory continuation school, we should hear less of the "hooligan" and his equally objectionable girl equivalent.

If girls had to spend half a day each week in a well-ordered housewifery centre, they could not become lost to a sense of decency and self-respect, and they would also obtain a lasting idea of the comfort of a well-ordered home and some knowledge of how that comfort could be attained. The present system of continuation schools does a great deal, but it does not reach the more shiftless part of the population, and girls' clubs, valuable as they are, cannot hope to be more than oases in the desert.

Another advantage of these compulsory continuation schools is the fact that they tend to counteract the deadening effect of the monotonous factory work which is the lot of an increasing number of girls.

Baden and Bavaria in Germany and Solothurn in Switzerland have shown neighbouring countries how to start. It is to be hoped that the example may be soon followed and that the principles recommended will be carried out far more thoroughly than is at present the case in these pioneer states.

The compulsory continuation school applies to the problem as a whole. Voluntary effort can only touch individual cases, and the accounts of German and Austrian schools for working-class girls show that this is done as successfully as is possible with limited means and voluntary attendance. The popularity of these schools is their most satisfactory characteristic and speaks volumes for the tact and perseverance of teachers and committees.

Perhaps the evening schools of this class in Vienna and Munich are both the simplest and among the most successful in reforming homes where the inheritance of home-sense has been stamped out by the strain and stress of obtaining the necessaries of life.

It is when we come to the third point of the home problem, the decay of domesticity among the middle classes, that Germany has scored her most striking success.

Discarding the bare dormitories and exhausting round of rough work, and also the mixed companionship which must make life in the old-fashioned housewifery school the reverse of inviting to girls from comfortable homes, Germany furnishes us with example after example of home-schools. The work is always severe, but in these schools the future life of the pupils is considered in every school arrangement. They learn to do the roughest work because this knowledge will make them competent mistresses in the future, but they are not wearied by a monotonous repetition of mechanical processes. Every faculty is directed to its place in the great object of home-making. All they have learnt finds its place and scope in the orderly and methodical government of a house, while the social and musical evenings and the decoration of the rooms direct and train artistic sense and taste and help to give confidence and ease. Interest in social work is awakened and stimulated by work for and among the children of the neighbourhood.

Such a school is a finishing school in the best sense. It in no way supplants the modern liberal education of girls, but it can claim to be a fitting climax and close. It must be, moreover, a valuable transition between a life of study and the life of the professional, still more of the leisured woman.

In all other grades of housewifery instruction Germany is fully abreast of her neighbours; she can teach much and she can in most cases still learn much.

In this last kind of school she has shown the way and gives an example which other countries would do well to imitate.

M. Cécile Matheson.

APPENDIX A.

SPECIMEN YEARLY ACCOUNTS—STRASSBURG HOUSEWIFERY SCHOOL.

RECEIPTS.	£	s.	d.	EXPENDITURE.	£	s.	d.
Non-resident fees	176	15	0	Salary of principal	60	0	0
Resident „	472	10	0	„ assistants	121	2	0
Town grant	115	0	0	Wages of servants	16	16	0
State grant	30	0	0	Accountant's fee	5	0	0
Various and unexpected receipts	76	2	6	Various house expenses	528	7	6
				Heating, light and water	36	19	3
				Maintenance, etc.	62	2	0
				Sundries	34	19	3
	£870	7	6		£865	6	0

APPENDIX B.

I.—EXTRACTS FROM THE PROGRAMME FOR THE ELEMENTARY SCHOOLS OF BERLIN.

Time Table.

	VIII.	VII.	VI.	V.	IV.	III.	II.	I.
Scripture	3	3	3	4	4	4	4	4
German	8	7	7	6	6	6	6	6
Object Lessons	2	2	2	–	–	–	–	–
History	–		–	2	2	2	2	3(2)
Arithmetic	4	4	4	4	4	4	4(2)	4(2)
	–	–	–	–	–	3(0)	3(2)	3(2)
Natural Science	–	–	–	2	2	4	4(3)	3
Physical Geography	–	–	–	2	2	2	2	2
Drawing	–	1	2(1)	2	2	2	2	2
Writing	–	2	2	2	2	1	1	1
Singing	1	1	2	2	2	2	2	2
Drill	2	2	2(1)	2	2	2	2	2
Sewing	–	–	(2)	(2)	(2)	(3)	(4)	(4)
Total	20	22	24	28 (30)	28 (30)	32	32	32

The figures in brackets denote the number of hours to be given to a subject in the girls' classes.

VI.—NATURE-STUDY.

A.—NATURAL HISTORY

Class V.—2 *Hours.*

Summer Half-year.

Preliminary examination of twelve indigenous flowering plants, with clearly defined organs.—From these the principles of classification to be worked out.—Observation of the development of a plant.

Winter Half-year.

Preliminary lessons on twelve indigenous mammals and birds and their habits.—Principles of classification.—Rules for independent observation of animal life.

Class IV.—2 *Hours.*

Summer Half-year.

Twenty wild plants which can be grown in the playground and the school-room.—Functions of the different organs of plants.—Further lessons on classification and the development of plants.—Rules for independent observation and for home-gardening.—Recapitulation of work of previous half-year.

Winter Half-year.

Lessons on sixteen indigenous and foreign vertebrate animals and their habits.—Further lessons on classification and observation.

Class III.—2 *Hours.*

Summer Half-year.

Cryptogams, indigenous poisonous plants.—Classification.—Fertilization through grafting, wind and insects.—Gardening and manuring.—Connection between the form, requirements and surroundings of a plant.—School excursions: country life, particularly in the neighbourhood of Berlin.

Winter Half-year.

Chief examples of invertebrate animals. Classification according to build, climate and habits.—Classification of the animal kingdom.—Observation of the development of animals, particularly insects.

Class II.—2 *Hours.*

Summer Half-year.

The chief plants and vegetable products used in trade and domestic life.

Winter Half-year.

Elementary physiology and hygiene.

Class I.—One Term—($\frac{1}{4}$ *year*)—3 *Hours.*

Elementary lessons on the internal formation of plants and animals.—Vital functions of plants and animals: circulation of sap, circulation of the blood, digestion and breathing.

In girls' classes the following points must be specially noticed:—

(*a*) Examples made familiar through domestic work must be chosen whenever possible.

(*b*) In the work of the summer half-year of Class II. the domestic importance of the plants chosen must be kept in the foreground.

B.—Natural Science.

II. Girls' Schools.

Class III.—2 *Hours.*

First Half-year.—Heat.

Second Half-year.—Lessons on inorganic chemistry and mineralogy.

Class II.—1 *Hour.*

First Half-year.—Lessons in organic chemistry, with special reference to foods, etc.

Second Half-year.—Elementary mechanics of solid, liquid and gaseous bodies.

Class I.—3 *Hours.*

Lessons on magnetism, electricity, sound and light.

Note.—The lessons on nature-study should train the children in the observation of nature with especial reference to domestic life (girls), and manufacture and commerce (boys), and should lead them to an understanding of natural cause and effect. The idea of natural law underlying all appearances should be firmly and intelligently grasped.

All through these lessons, the chief importance should be laid on accurate observation. Natural laws should be evolved from the observation of certain facts and then re-applied to others. Let the independent work of the children be always encouraged.

II. Needlework Programme for Elementary Schools in Austria.

A. Six-Class School.

Universal Plan. (Skeleton.)	Specimen District Enlargement. (Baden, N.O.)
3rd Class (3rd school year.) Crochet and knitting. (3 hours.)	7½ months : Stockings (light coloured wool)—104 stitches. Till end of year, crotchet samples.
4th Class : Crochet and knitting. (3 hours.)	7 months : Stockings—112 stitches. Crochet little jacket, cap. Extra work—Stockings, knitted jacket, stars.
5th Class : Knitted repairs. Stocking mending. Netting, winding (net-mending). Marking, sewing. Darning and patching undergarments. (3 hours.)	5th year—4 hours : 3 months—Knitting on new heels, darning, Swiss and English. 4½ „ Marking sampler, alphabet, figures, &c. 3 „ Edging. 6th year—4 hours : 5½ months—Sewing samples. To end of year—Girl's chemise, simplest pattern with crotchet edging. Mending.
6th Class : Pattern drawing. Cutting out of undergarments. Further practice in sewing or mending. White embroidery (*i.e.* marking). Lessons on the materials used, their kinds, worth and origin, to accompanying the sewing lessons. (4 hours.) Maximum pupils per Teacher—40.	7th year—4 hours : 5½ months—Woman's chemise, fastening on shoulder. 4 „ Girl's drawers (pattern drawn full size). Mending of undergarments. Coloured petticoat. 8th year—4 hours : 2½ months—Pattern drawing. 4½ „ Night-jacket. Man's shirt (without collar and cuffs). Mending.

III.—Syllabus of the Instruction in the Muncipal Housewifery Classes in Cassel.

Housewifery Teaching.	Natural Science Lessons.
1st Month.	
1. Introductory lesson.	Short description of the build of the human body, with special reference to the elements of which its parts are composed.
Cooking: Ground-rice soup. Short account of the necessary ingredients of this soup: Water, sugar, ground-rice, cinnamon, cooking-salt.	Combination and quantity of necessary food stuffs. Vegetable, meat and mixed diets.
In lighting the fire and cooking (in enamelled pots), we have the practical application of what is described in the School Syllabus under: VIII., Class II., Months 6, 9, and 10.	
Arrangement of the exercise books. Place some grains, beans and peas in water and observe the germination. Washing-up.	
2. Oats (VII., Class II., 3rd Month). Composition of the grains. Value of the food-stuffs: for the little plant, for human beings. Different preparations of oats and their use in the kitchen.	
Cooking: Porridge.	
(Iron pots, over-cooking, burning) (VIII., Class II., 6).	
Laying-out of the garden.	
Cleaning the stove.	
3. Milk: Full and skim-milk. Appearances, price, and cooking of milk. Precautions against boiling over (VII., Class I., 5).	
Rice: (Food-value, digestibility, price, ground-rice, rice-starch) (VII., Class II., 3).	
Cooking: Rice-pudding.	
Garden-work: Planting of salad, cress, radishes and carrots, beans, peas, potatoes (VII., Class II., 2, and Class III., 4).	
Clean the floors.	
4. Milk: Natural and artificial souring. Food value of milk (VII., Class I., 5).	
Cooking: Milk-soup (made with wheat flour).	
Cleaning of knives and forks.	
Gardening.	

Housewifery Teaching.	Natural Science Lessons.

2nd Month.

1. Butter, curds, cheese (VII., Class I., 5). How to make butter, making use of curds. *Cooking:* Gruel with butter (use the butter already made) with fried toast. *Gardening.*	The organs of digestion and how to keep them healthy. Digestion: Blood and its circulation. Blood-poisoning. Treatment of wounds. Nose-bleeding.
2. Wheat-products: Flour, groats, starch (VII., Class I., 5). Appearance, price, use and treatment of flour in the kitchen. How to keep it. *Cooking:* Browned flour soup. (Roasting without fat.) *Gardening.*	
3. Flour (VII., Class 1–5). Bread-making, sour dough (fermentation). Digestibility of white and brown bread. *Cooking:* Toast-water for invalids, Pancakes (iron frying-pans). *Gardening:* Planting out flavouring herbs, kohlrabi, cabbage, etc.	
4. Pulse-foods. Hard and soft water; action on soap and pulse-foods. Preparations for washing-day. *Cooking:* Pea-soup. *Gardening.*	

3rd Month.

1. Washing and cleaning (2 divisions). (*a*) Washing; discussion of the preparations, utensils, materials, etc. (VII., Class II., 6; Class I., 8, 9). *Practical work:* Washing the kitchen linen. (*b*) Cleaning and scouring of the kitchen and all the utensils. *Cooking:* Barley and plums (VII., Class II., 1–3).	Alcoholic drinks, with special attention to their preparation and action on health, morals and prosperity. Nerve-poisons: Ferments.
2. The Egg (VII., Class I., 5). Parts, signs of freshness, price, purchase, food-value, digestibility. Making vermicelli (kneading of the paste). Scrambled eggs. *Gardening.*	

Housewifery Teaching.	Natural Science Lessons.
3. The Egg. Preservation by means of chalk-water, isinglass and oil. Different ways of using the egg. Foods made of paste. Effect of boiling fluid upon white of egg. *Cooking:* Bouillon. White of egg in water for invalids, especially in cases of quicksilver or verdigris poisoning. *Gardening.*	
4. Vegetables (VII., Class I., 5). Kinds: Changes through cultivation. Purchase, food-value, treatment in the kitchen. *Cooking:* Vegetable soup, or green peas with young carrots and fried toast. *N.B.*—The vegetables grown in the school garden are to be used if possible.	

4th Month.

1. Vegetables: Continuation of Month, III., 4. Preserving for the winter. Salt as a preservative (VII., Class 15, and VIII., Class II., 10). Preserving green beans. *Cooking:* Green beans with potatoes and salted herring (VII., Class III., 10).	The atmosphere. Breathing: Care of the respiratory organs. Their diseases. Fresh air cures and sanatoria.
2. Vegetables. Parsley and fool's parsley (VII., Class II., 4). *Cooking:* Early vegetables and potatoes (in their jackets).	
3. General lessons on meat. Cooking of meat. Beef (for boiling). Purchase, value and preparation of good meat-broth. Coagulation of white of egg. Herbs for soups. *Cooking:* Bouillon with barley or rice. *Gardening.*	
4. Fats—kinds, food-value. Unsatisfactory results of diet deficient in fat. Purchase, price, treatment in the kitchen. Boiling down of suet and lard. (Stone-crockery) (VIII., Class I.-6).	

Housewifery Teaching.	Natural Science Lessons.
5th Month.	
1. Mutton: Mutton-fat, white cabbage, indigenous spices. *Cooking:* White cabbage with mutton and aniseed	The skin: Its care. Skin-diseases: Burns. Value of water in health and disease.
2. Additional fats. Frying. Margarine. Palm oil. The potato: Composition, starch. Purchase, Cooking of potato-pancakes, potato soup or fruit.	
3. Washing and cleaning as in Month 1. Continuation: Summary and arrangement of the household duties on washing-days. Pea-soup. Water (Ia., 4).	
4. The Potato (VII., Class III., 4; Class I., 5). Appearance, price, preservation, food-value. Various dishes made from potatoes. Products: Starch, sago, brandy. *Cooking:* Potatoes and apples.	
6th Month.	
1. Fruit (VII., Class II., 1). Kinds, food-value, purchase, price, preservation (raw, dried and preserved). Treatment in the kitchen. *Cooking:* Stewed pears with semolina dumplings or bread fritters.	Clothing: Materials and their influence on perspiration, warmth. Bad consequences of tight clothing. Foot-gear. How to keep clothes and beds clean.
2. Pickling cabbages. Fungi as friends and enemies of the housewife. Fermentation. *Cooking:* Steamed and dressed cabbage and sausages.	
3. Meat: Roasting joints, etc. Slaughter-houses. Prepare stewed meat and potatoes (mashed) with milk.	
4. Pork. Winter-vegetables, preservation and price. Short recapitulation of the lessons on the digestive organs, so that the children may understand the coming lessons on trichina and tape-worm (VII., Class I., 4 and 5). *Cooking:* Kohlrabi with potatoes and pork.	

Housewifery Teaching.	Natural Science Lessons.
7th Month.	
1. Parasites in pork: Trichina. Entrails of animals: Uses, food-value, price and treatment. Dried vegetables. *Cooking:* Kidney soup with dried vegetables.	The Dwelling: Influence on the inhabitants of position and surroundings. Building materials. How to keep a house dry (dry-rot). Floor polish. Best use of rooms. Ventilation. Infection and disinfection. What to do in case of infectious illness.
2. Parasites: Measles in pigs, tapeworm. Cooking of calf's liver and potatoes.	
3. Washing and cleaning. Recapitulation: Cook pea-soup and boiled sausages.	
4. Christmas cakes, etc. (and decorations for the Christmas-tree). Ovens and baking-tins.	
8th Month.	
1. Fish as popular food. Sea-fish: Purchase, price, appearance, food-value. *Cooking:* Haddock with potatoes and mustard-sauce.	Heating: Stoves, central heating, heating materials. Influence of temperature on health. Poisoning by gases.
2. Herrings (VII., Class III., 10). *Cooking:* Herring and potatoes.	
3. Stock for invalid soup. (Animal gelatine as food.) Invalid soups: Soup made from meat extract. Use of the double saucepan (VIII. Class II., 6). *Cooking:* Stock made in a steamer. Invalid soup. Show the use of the self-cooker (Selbst kocher) with gravy-soup and apples with rice.	
4. Recapitulation: Fruit and cereals. *Cooking:* Baked fruit and dumplings, macaroni or rice-cakes.	
9th Month.	
1. Recapitulation: Milk and eggs. Milk and foods for children; cornflour. *Cooking:* (*a*) Cornflour blanc-mange with fruit sauce. (*b*) Cocoa with milk.	Lighting: Natural light. Different kinds of artificial lighting. Petroleum lamps. Care of the eyes. Phosphorus poisoning.

Housewifery Teaching.	Natural Science Lessons.
2. Recapitulation: The potato; freezing and treatment of frosted potatoes. *Cooking:* Potato balls with bacon and onions.	
3. Recapitulation: Fats and fatty foods; flour. *Baking:* Yeast cakes. Coffee-making (VII., Class I., 8)	
4. Recapitulation: Meat. *Cooking:* Veal fricassée with dumplings or ragôut of venison. Diagram of food-stuffs.	

10th Month.

1. *Cooking:* Pickled cabbage or green beans with meat-jelly. Cleaning lamps (petroleum lamps, petroleum, VIII., Class I., 9).	Foreign bodies in the eye, nose and throat. First aid in cases of poisoning. Home remedies. Patent medicines and quack treatments.
2. Water as a palliative and cure. Fomentations (hot and cold) and their application. Simple bandages. Hot poultices. Easy ways of carrying wounded or unconscious persons. *Cooking:* Barley soup, warm beer. Cooling drinks for the sick. Teas and healing draughts (black tea, peppermint, camomile and herb teas (VII., Class I., 10).	
3. Washing and cleaning.	
4. Arrangement and cost of simple dinners for a week, chosen from the recipes already given. *Cooking:* Independent cooking of a dinner consisting of soup, vegetables and meat (using any of the preserved vegetables that may be left).	

Observations.

This syllabus must be generally followed, but the order can be altered to suit local conditions.

Abbreviations can be made when the Confirmation Classes are being held. The theoretical part of the lesson shall not as a rule last longer than thirty to forty-five minutes. During the morning there shall be several alternations between practical work and the discussion of a new subject. Great attention must be paid to training the children in habits of cleanliness, order, economy and politeness. The natural science which has been learnt in the earlier classes and is applied in the housewifery classes must not be re-taught; it may only be recapitulated and widened in scope. The garden produce is to be utilised for purposes of instruction.

APPENDIX C.

Extracts from the Syllabus of the VIIIth Classes for Girls, Munich.

I.—Object and Aim of the Classes.

1. The chief object of the VIIIth Classes for girls is to impart to them that knowledge and to introduce them to the practice of those arts which they will need at some future time, either as housewives or domestic servants. Accordingly the first and principal aim of the classes is to instruct the girls in the elements of housewifery; that is to say, in household management, cookery and needlework, of the practical kind required in a house, and to give them information as to proper nourishment, clothing and housing. Lessons on the theory of education are reserved for the Continuation Classes which are connected with the VIIIth Classes, because these subjects require a greater mental development on the part of the pupils.

2. But, since it is not every girl who will become either the mistress of a household or a domestic servant, the VIIIth Classes for Girls have yet another aim, *i.e.*, to prepare girls for commercial and industrial life, or for posts as governesses or companions. Therefore the curriculum also includes the teaching of the German language and of Arithmetic from a commercial and business point of view, and it is stipulated that the elements of French and Industrial Drawing shall at least be introduced as optional subjects into the plan of instruction. The teaching of Industrial Drawing (projection and freehand drawing) will offer the girls the possibility of preparing themselves for some art industry (lithography, jewelry, carpet and wallpaper manufacture, pottery, the goldsmith's craft, ornamental embroidery, confectionery, etc.).

3. Although great stress is laid on the purely practical aim of the VIIIth Classes for girls, yet in them the cultivation of the affections and of high mental ideals is never to be lost from sight. They should endeavour to cultivate domestic virtues — frugality and economy, order and cleanliness, diligence and family affection, to improve the taste in all domestic arrangements and amusements and to awaken and increase a pleasure in work and in all good and beautiful things. All instruction shall be given in such a way as to further these aims.

II.—Division of Hours and Time-Table.

In order to attain these three objects, the teaching in the VIIIth Classes for girls comprises the following compulsory subjects:—

1. Religious instruction	2 hours.
2. Household management and cookery	8 „
3. Needlework	4 „
4. German Language	6 „
5. Arithmetic	4 „
6. Drawing	2 „
7. Gymnastics and games	2 „
8. Singing	1 hour.
Total	29 hours.

The hours devoted to these subjects are to be arranged in such a way that the girls will be able to help their mothers at home after 11 o'clock every morning, except on the days on which they have their cooking lessons. It is most desirable that lessons learnt in the school should be simultaneously put into practice at home, and that the connection between home and school should be encouraged in every possible way, especially in the VIIIth Classes for girls.

Since the maximum number of girls in the VIIIth Classes is limited to forty-eight, it may sometimes be necessary to form two divisions (*a*) and (*b*) for the cooking and needlework classes. In that case the lessons for the week may be distributed in the following manner (this arrangement is, however, not compulsory):—

	Monday.	Tuesday.	Wednesday.		Thursday.	Friday.	Saturday.	
			(*a*)	(*b*)			(*a*)	(*b*)
8–9	Religion	Arithmetic	Cooking	Needlework	Religion	Arithmetic	Needlework	Cooking
9–10	German	German	„	„	German	German	„	„
10–11	Housewifery	German	„	„	Housewifery	Housewifery	„	„
11–12			„					„
2–3	Arithmetic	Housewifery			Arithmetic	Drawing		
3–4	Singing	Needlework (mending)			German	„		
4–5	Gymnastics				Gymnastics			

Besides these compulsory subjects, an optional course of four hours instruction is offered either in French or in industrial drawing. But, to prevent the girls from being overworked, these subjects are only alternative; attendance at one set of lessons excludes from the other.

III.—Syllabus.

2.—*Household Management and Cookery.*

(8 *hours.*)

Instruction in household management, together with practice in the school kitchen, forms the foundation of all teaching in the VIIIth Classes for girls. It includes in its many branches, arithmetic, languages and needlework, these being so taught as to be in close connection with practical home-life. The intention is to fit girls for the task of managing a household and not to train them for any special branch of industry. This shall be attained by:—

(i.) Imparting the necessary knowledge concerning rational nourishment, clothing and housing, always with reference to the natural laws relating to each particular subject (natural history, physics and chemistry), and with the aid of experiments and demonstrations.

(ii.) Awakening and fostering the love of domestic work and those virtues which ought to grace every housewife—cleanliness and order, economy and industry, simplicity and good taste.

(iii.) Rendering the girls familiar with all kinds of domestic work and giving them, as far as possible, every opportunity for practice.

Instruction in connection with health and education may be arranged under three principal headings, the two first of which will furnish the subjects for instruction in the VIIIth Classes for girls.

1. Nourishment.
2. Housing and clothing.
3. The family.

Accordingly, in the eight weekly hours for housewifery the VIIIth Classes are to deal with the following subjects, taking them as thoroughly as possible,

having regard to the mental development of the pupils and the knowledge of natural science which they have gained in the lower classes of the elementary school and which is indispensable to such studies. Special stress must always be laid on all matters concerning health.

The subjects of nourishment, clothing and housing are to be taught simultaneously, and two hours a week of the time allowed for lessons on housewifery are to be devoted to them.

All theoretical lessons should if possible be introduced by historical comments and illustrated by experiments.

1.—*Nourishment.*

A.—Construction and functions of the organs of digestion as regards solid and fluid matter; in continuation and expansion of the instruction given in Class VII. of the elementary schools.

B.—Inorganic food materials. Water and its properties. Ice and its use in the household and in the sick room.

C.—Animal foods—milk, eggs, meat, fat.

D.—Vegetable foods—fruit, grain (bread), pulse, potatoes, green and root vegetables, edible fungi.

E.—Solid condiments—salt, sugar, pepper and other spices.

F.—Liquid condiments—

(i.) containing alkaloids: coffee, tea, chocolate.
(ii.) containing alcohol: beer, wine, brandy.

G.—Dietetic importance of the use and abuse of condiments and stimulating beverages.

H.—Survey of the necessary elements of nutrition and of the nutritive value of particular articles of food.

I.—Decomposition (digestion, fermentation, putrefaction) and preservation of food.

J.—Hygiene of food, rules for diet.

K.—How to lay the table.

L.—Invalid cookery.

2.—*Clothing and Housing.*

A.—Introduction:

1. The atmosphere, breathing, circulation of the blood. (Continuation and expansion of the lessons given in the VIIIth class.)
2. Properties of heat: conduction, radiation and evaporation.
3. Preservation and regulation of the heat of the body.

B.—Clothing:

1. Clothing materials (linen, cotton, silk, wool, furs, leather). Their preparation and alteration by means of tanning, bleaching and dyeing.
2. Physical properties of various dress-materials. Ready-made clothing.
3. Hygienic rules as regards clothing; taste and suitability in dress.
4. Wet and dry cleaning of clothing (washing, starching, mangling, ironing).
5. Cleansing materials.
6. The bed.

C.—Housing:

1. The properties of the principal building materials from a sanitary point of view.
2. Physiological importance of the position, soil, water supply, drainage, ventilation, and lighting of dwellings.
3. Heating: (*a*) Various kinds of fuel.
   (*b*) Different methods of heating.

4. Lighting: (*a*) Artificial lights.
   (*b*) Different methods of lighting.
5. Precautions to be observed as regards lighting and heating.
6. Ventilation and disinfection.
7. Hygienic rules regarding the ventilation, heating, lighting, and cleaning of the dwelling.
8. House-furnishing.

Note.—In connection with the above, in the third class of the continuation schools for girls, the following subject is to be taught in the lessons on household management and education:—

The Family.

(i.) Home duties:—qualities of the housewife; duties of the children towards their parents; education of the children, its methods and aim. Physical, mental, and moral education. Sick nursing. Duties of the mistress towards the servants, and of servants towards their mistress. Systems of insurance. The cultivation of home pleasures and of hospitality.

(ii.) Women in social life:—social intercourse, rules of behaviour, choice of a profession, women in commercial life, travelling, the fatherland as a family, judicial authorities, rights and duties of women in the State.

3.—*Needlework.*

(*4 hours.*)

Instruction in this subject must be so given as to meet the requirements of the girl, the wife, and the household.

The making of men's underclothing, which requires great skill and dexterity cannot be taught in the VIIIth Classes for girls.

An especial point is to be made of the mending of undergarments and table linen, an occupation which stands in the closest relationship to thrifty house-keeping.

A systematic course of instruction, lasting the whole year, is to be devoted to this branch of needlework (*see* below).

Discussions about the quality and value of material come under the heading of housewifery teaching, and it is therefore of great advantage if the class-mistress and the needlework teacher consult each other on that subject. To this end a collection of samples of materials to be used in the course of instruction would be most valuable.

Since all instruction must be given by means of class teaching, sub-divisions being only admissible for certain kinds of work, pupils should not be allowed to bring work begun at home to be finished at school. On the contrary all work should be begun at school, but may be continued at home with the permission of the teacher and following her instructions, if it is compatible with the class teaching. The principle of simplicity should never be lost sight of in any kind of needlework.

Bearing these points of view in mind, the teaching of needlework should comprise the following lessons:—

(i.) *Making Table Linen.*—Since all that is required in articles of this kind is a hem, the marking, and a hanging loop, it will be sufficient to make a kitchen towel, and to treat table cloths and napkins only theoretically.

(ii.) *Making Bed Linen.*—Practical work—making a pillow-case, or better still, a loose covering for an eiderdown quilt, the latter to be made of single-width material. Measures for these to be taken according to home requirements, the coverlet to be made either for a large or small bed as desired. Putting in insertion is only to be taught theoretically, but may be done practically also if the pupils like to do some actual work of this kind.

(iii.) *Making a Simple Nightjacket.*—Two or three average measurements for the ages of thirteen to sixteen years should be used. The style must be chosen according to the capacity and means of the pupils, but very elaborate styles must not be taught.

Explanation of the normal cut, with variations; demonstration of different patterns cut out in muslin, lessons on various materials and their value in use; the drawing, cutting out, and pinning together of patterns. (For these lessons the class should be divided into groups.) Tacking hems and seams, hemming round the bottom, sleeves, how to sew them in, making and putting on the neck-band, button-holes and sewing on of buttons, trimming, stress being laid on the use of remnants of material for frills.

(iv.) *Mending Linen.*—The girls should be encouraged to bring garments to be mended from their own homes and are to be reminded to do so at the right time (Swiss darning, knitting-in heels and patches, damask darning).

(v.) *Making a Pair of Girl's Drawers.*—The teaching to be given in the same way as for the nightgown, two or three ordinary patterns to be taught, theoretical explanation of the make, shape and style, methods of cutting; class to be divided into groups for cutting out, some cutting out whilst the others are working at the trimming of the drawers. Sewing together, tacking hem and seams, ornamental tucks, trimming with piping, putting on lace, making and putting on the band, fastening with buttons or drawing tapes.

(vi.) *Making a Lady's Chemise.*—A simple chemise is to be made with four short gores and either a round or square-cut neck. If time permits, a chemise fastening on the shoulder may also be made.

For making the first chemise the teacher ought to be provided with a chequered blackboard on which to draft the pattern, and with brown paper for cutting out.

The following questions must then be dealt with:—Class teaching, deviation from the normal cut (with theoretical explanation of the cut, suitable materials and their cost), cutting out a chemise, joining of gores, stitching seams (to be done by the pupils at home with the machine) felled seams, hems, sleeves, box pleat to finish the opening in front, neck-band, button-holes, marking, sewing on lace. Crochet-lace and embroidery of scalloped edgings may be taught in connection with this.

4.—*German.*

(6 *hours.*)

As already said, the instruction in the German language must fulfil two objects:—

1. It must be an aid to the housewifery lessons and teach the principles of ordinary business correspondence.
2. It shall also assist the moral and ethical training by means of carefully chosen readings.

The subjects which must be included in the reading lessons, may be divided into the following four groups:—

1. Subjects connected with the lessons in domestic economy, hygiene and theory of education.
2. Ethical subjects (domestic, national and religious festivals, nature, etc.).
3. Readings which shall cultivate an understanding of German literature (descriptions, stories, fables, proverbs, legends, ballads, songs, dialect-poetry).
4. Geography and history.

(The compositions of the pupils are chosen according to the same rules They are also taught to write ordinary business letters, etc.)

5.—*Arithmetic.*

(4 *hours.*)

All the arithmetic lessons must serve the needs of practical life. They fall therefore into two branches :—

1. Management of domestic accounts.
2. The most important elements of commercial arithmetic.

For the first group, exercises must be given in the following subjects, which will naturally have been previously explained in the domestic economy lessons :—

1. Simple examples in domestic book-keeping.
2. Calculations in the prices of different kinds of food, bought in small and large quantities, with the accompanying percentages and discount. The cost of meals.
3. Simple measurements such as are needed in a household.—Derivation of metric measurement ; connection of area, weight, and capacity.
4. Reckoning of the daily, monthly, and yearly needs of the kitchen (keeping the kitchen accounts).
5. Calculation of the food values of the different food-stuffs of a complete meal.
6. Cost of furnishing a kitchen.
7. Calculations of measurements and values in buying ; the renovating and washing of linen and woollen materials.
8. Elementary commercial arithmetic (percentages, discount, etc.).
9. German and foreign coinage, and how to reckon from one to another.
10. Cost of different methods of heating.
11. Cost of different methods of lighting.
12. Maintenance of a house, rent and water rate, taxes, fire insurance, mortgages.

The second branch includes more advanced commercial arithmetic.

6.—*Drawing.*

(2 *hours.*)

Instruction in drawing is to be given as an aid to that in needlework, but not in the sense of teaching the art of design, which requires a special training and cannot be introduced into the VIIIth Classes. The object shall be rather to cultivate the taste as regards form and colour, and to encourage the pupils to independent work in making use of already prepared designs for purposes of needlework.

It is presumed that the pupils are already able to draw all ordinary geometrical forms (straight lines, circles, ovals, ellipses, curves, and spirals), conventionalised forms of simple leaves and flowers, etc., and have had some practice in drawing simple objects from nature.

Throughout the year practice should be given in drawing simple objects from nature, such as olive and oak leaves, laurel branches, ivy twigs, evergreens, dandelion, hedgeroses, etc.

It is recommended that all designs should be washed-in in colour.

The subject matter is arranged in the following order :—

(i.) Simple practice in geometrical drawing.

(ii.) Composition with straight lined figures :—

(*a*) The straight line as a guiding line for rows and straight borders. making use of previous nature studies from ivy, strawberry, strawberry leaf, laburnum leaf and flower, acorn, oakleaf, roseleaf, hedgerose, etc. The use of the straight line in useful and ornamental stitchery. The use of ornamental stitches for filling in different figures.

(*b*) The broken line as a foundation for chainstitch and cord ornament (feather-stitch), cross-stitch and satin-stitch, also in "guipure" and crochet work, where triangles and squares are used ornamentally.

(iii.) Composition with curved figures :—

(*a*) Figures which are based on the circle and half-circle (pomegranite, berries, rosettes, etc.), in connection with white embroidery, satin-stitch, guipure, crochet work, appliqué.

(*b*) Figures based on curved lines, as a foundation for the simplest as well as the richest designs for borders, using spirals and all other forms that have already been practised.

(*c*) Spirals with or without curved lines in simple combinations for corners and borders.

(*d*) Figures based on a variety of lines to be used as designs for Venetian embroidery.

9.—*Syllabus of Practical Cookery.*

(for 37 week-days in the year.)

Preliminary Remarks.

(i.) The cookery school is intended for practical instruction only.

(ii.) All theoretical teaching and experiments, not directly connected with the process of cooking, are excluded from the cookery school and must be dealt with in the class room during the preceding housewifery lessons.

(iii.) All dishes must be prepared in accordance with the principles of strict economy, and any preparation of food which increases its cost without raising its nutritive value is strictly prohibited.

(iv.) Together with each new principal dish prepared in the cookery school a supplementary dish shall always be prepared, so that the girls may have an opportunity of practising on their own responsibility what they have learnt previously and of learning betimes the importance of arranging their work properly.

(v.) The choice of the supplementary dishes is to be guided by sensible rules as to proper nourishment. For example—meat shall be cooked with vegetables ; farinaceous food with stewed fruit, etc.

(vi.) In all schools which have a kitchen garden of their own, the produce shall be used in the cookery lessons during summer and autumn.

(vii.) The choice of dishes shall, as a rule, be made in accordance with the following system :—

(*a*) Dishes made of milk and milk products.
(*b*) Dishes made of eggs.
(*c*) Dishes made of flour (flour and eggs, flour and fat, bread).
(*d*) Vegetables (pulse, potatoes, roots, green vegetables, etc.)
(*e*) Meat (beef, veal, pork).
(*f*) Fish (fresh and salt-water fish).
(*g*) Potable food adjuncts (tea, coffee, chocolate).
(*h*) Fungi (if possible).
(*i*) Fruit.

But, in order to do justice to the principles laid down in paragraphs (iv.), (v.), and (vi.), the routine must sometimes be altered ; care must be taken, however, to avoid interference with important principles of method. Thus, in lessons on dishes made of milk, the necessary information about flour ought to be introduced when infant's food is dealt with ; and in October and November certain simple vegetable preparations (such as sauerkraut and blue cabbage) ought to be made ; and in the first week of November beef should be cooked, so as not to postpone lessons on meat dishes till Easter. Finally, a fruit dish is also to be prepared in October, partly because fruit is cheap just at that time and partly because a supplementary dish will be required for the various farinaceous foods to be prepared later.

This list would cover all necessary alterations of the syllabus, so that the systematic progress need not further be interfered with.

(viii.) In cookery lessons it is absolutely necessary that perfect cleanliness and order shall be observed.

In accordance with these principles the following is given as a sample syllabus for a year's work.

This syllabus is to be adhered to, as a general rule, but the lessons may be shortened or extended on particular mornings as circumstances and practical considerations require.

The teacher is, however, bound, whatever alterations she may make, to observe closely the eight principles mentioned above.

Syllabus of thirty-seven Morning Lessons in Cookery, each lesson to last four hours.

1.	Introduction -	Object of cookery lessons—Equipment of the room—Division of duties—Explanation of the stove, cooking utensils, and fuel — A general idea of what a cook and her duties should be.
2.		Milk Soup. Constituent parts of milk—Different kinds—Nutritive value—Adulteration—Milk testers—Boiling milk (milk boilers, preventing waste from boiling over)—Aim of the lesson:—Instruction in means of nutrition. Gardening—sowing spinach and "Nissel" salad (Nissel is a lettuce with tiny light green leaves).
3.	Milk and milk products.	Baby-food. Preservation of milk—Influence of weather upon milk — Milk for babies — Sochlet's apparatus.
4		*Topfennudeln* (a kind of "Toad in a Hole") (with or without Sauerkraut). Butter (artificial butter)—Cheese, different kinds, nutritive value, adulteration, preservation.
5.	Eggs - -	Boiling Eggs, soft and hard; Scrambled Eggs. Constituent parts—Nutritive value—Different kinds—Price—Changes that take place in cooking—Digestibility—Signs of Freshness—Preserving eggs—Marketing—Egg "conserves."
6.	Fruit - -	Fresh and Dried Fruit. Apple Jam. Stewed Prunes. Constituent parts of fruit—Importance—Preparation—Preservation—Packing — Condiments.
7.	Meat - -	Cooking of Beef. Meat Soup with Toasted Bread. Constituent parts—Nutritive value—Signs of good meat—Changes resulting from cooking—Meat extracts—Preservation—Price.

8.	Vegetables -	Blue Cabbage. Repetition: Cooking beef and bread soup. Constituent parts of vegetables—Nutritive value of spinach and similar vegetables, for instance, chervil (compare with wild parsley).
9.		Rice Broth with Milk. Composition of grains — Nutritive value of cereals: Bran, pearl barley, oatmeal, groats, millet, rice.
10.	Flour -	"*Einlaufsuppe*" (soup into which thin batter has been slowly dropped). Supplementary dishes—Boiled beef and celery with vinegar. Constituent parts of flour—Adulteration. Tests—Treatment in the kitchen—Proportions of flour and milk—flour and water.
11.	Flour and Fat -	*Brennsuppe* and toasted bread. (Soup made of fried flour, etc.) Supplementary cooking—Melting down fat. Different kinds of fat: (*a*) animal, (*b*) vegetable—Proportion of fat and flour—Fried flour: (*a*) white, (*b*) brown—development of dextrin and "browning" (caramel)—Importance of fat in the human and animal body—Combination—Nutritive value—Animal and vegetable fats (oils).
12.	Repetition on milk, eggs, flour.	Effects of milk, egg, and flour upon each other. Dried *Nudeln* (thick batter rolled out thin and cut into ribbons) with prunes.
13.		Pastry and filbert-cakes (Christmas confections). Egg-snow. Spices—their nutritive value.
14.	Washing day. On the following afternoon, mangling and ironing.	Washing kitchen cloths. Cleansing materials. Water, soap, soda, washing blue, starch. Injurious effects of chloride of lime. The children are to be given some bread and butter.
15.	Dough made with yeast.	*Rohrnudeln* (a kind of rolls) with dried fruit. Yeast (fermentation).
16.	Bread - -	Dumplings with Eggs. Onion Sauce. Preparation. Yeast-dough (fermentation). Baking—Nutritive value of bread—Black and white bread.

17.	Veal - - -	Roast Veal. (The trimmings are to be used to make soup). Constituents of veal—Nutritive value—Price—Changes produced by roasting.
18.	Pulse - -	Pea Soup, served with fried bread cut into dice. Constituent parts—Nutritive value—Digestibility—Cooking of pulse—Different kinds of peas.
19.	Potatoes. Mutton.	Stewed Mutton with Salted Potatoes. Constituent parts of potatoes—Nutritive value—Digestion—Different kinds — Purchasing—Characteristics—Storing—Freezing. Mutton: Constituents—Nutritive value—Price—Different modes of preparation.
20.	Potatoes with flour and fat.	Potato Fritters with Sour Cream Sauce. Various dishes made with potatoes. Their composition and nutritive value.
21.	Internal organs -	Boiled Lights with Dumplings. Contingent work: preparation of lights (scalding etc.) on the previous afternoon. Nutriment contained in the lungs (albumen). Other dishes, *e.g.*, brain or tongue, heart, stomach, liver, kidneys, melt, intestines (tripe, pluck, caule).
22.	Fish - - -	Boiled Haddock with Potatoes and Melted Butter. Nutritive Value—Choice—Price—Preparation—Other methods of cooking it.
23.		Fried Bream and Small Fish (*Eitel, Nerfling, Rotauge*). Potato Salad.
24.	Tea and Coffee -	Pectoral Tea; black tea with rusks. Constituents—Varieties—Price—Substitutes.
25.		Coffee with Yeast Cakes. Constituents — Nutritive value — Varieties — Adulteration—Roasting—Substitutes.
26.	Sick Nursing -	Beef-tea. Meat Essences. "*Schleimsuppe.*" Home-nursing. Garden-work:—If the weather permits, at the beginning of April, sowing of radishes, garlic, spring onions, parsley, leeks, carrots, *Kohlrabi*, Savoy cabbages.

27.	Pork - -	Pork Cutlets with Potato and Nissel Salad. Nutritive value—Price—How to make use of all parts of a pig.
28.	Sauerkraut	Smoked Pork with Sauerkraut. Constituents of the Cabbage—Nutritive value—Pickling—Preservation and treatment—Different ways of cooking it.
29.	Sausage - -	Hot Sausage with Lentils. Mixing and preparation—Nutritive value—Price—Poison found in sausages—Adulteration—Various kinds of sausages. Garden-work :—Weeding.
30.	Washing day -	Washing Kitchen Cloths. Cocoa and Chocolate with Milk Rolls
31.	Repetition -	Potato Soup. Spinach and Poached Eggs.
32.	Complete Dinner	Vegetable Soup. Omelette and Fruit.
33.		Soup of Fried Groats. Beef à la mode and Fried Potatoes.
34.		Liver Dumplings, Beef, *Kohlrabi*.
35.	Edible Fungi -	Cooking fungi with dumplings, *e.g.*, coral fungus, bread fungus, mushroom, parasol fungus, moril, &c. Nutritive value — Price — Care required in gathering—Different methods of preparation—Drying. Or, instead of the above :— Bread dumplings (*Nudeln*) and soup of root-vegetables.
36.	Preserving and storing of all kinds of food.	Making Currant Jam.
37.	Cleaning and Washing.	Smoked Sausage and Lettuce Salad.

11.—*Industrial Drawing.*

(*Optional, 4 hours.*)

Whereas the object of the two compulsory drawing lessons is chiefly to aid the instruction in needlework, the optional drawing lessons are intended as a preparation for various art industries open to girls, such as jewelry, goldsmithery, designing for wallpapers and carpets, lithography, ornamental embroidery, confectionery, and pottery. Therefore, besides freehand drawing from flat models, geometrical drawing is also to be practised. Drawing from life and the elements of projection, in connection with sectional working-drawings, form the subject of instruction for the following year.

The freehand drawing is to be practised from flat copies with simple conventionalised ornament. These are to be chosen in such a way that their development from natural forms can always be shown and explained to the pupils.

The geometrical drawing is practised first of all from flat copies and aims at making the pupils familiar with the use of mathematical instruments, squares, and triangles. As in the VIIIth classes for boys it leads on to the drawing of simple geometrical ornament.

In both the compulsory freehand lessons encouragement is given to simple, independent compositions of which simple conventionalised natural forms are the basis. But the optional freehand drawing lessons have as their primary object to teach the comprehension of given ornaments and their correct reproduction.

The above plan of instruction is the result of the provisionary draft which was accepted three years ago and which has now been revised in accordance with subsequent experience. The original plan of Dr. Georg Kerschensteiner, the Director of Schools, was adopted, on the motion of the Royal Local School Committee on March 31st, 1896, by resolutions of both the Municipal Assemblies of April 14th and April 23rd, 1896, and, in accordance with a resolution of the Government of Upper Bavaria (Home Office) of August 21st, 1896, Nr. 32,107, it received the Royal Assent on August 18th, 1896, Nr. 13,127, under the following enactments:—

(i.) The VIIIth classes to be organised for girls shall be, like those for boys, central classes; but, if required, they may, nevertheless, be opened in different parts of the town.

(ii.) They are to be placed under the Local School Committee and the District School Inspectorate of that school in the premises of which they are held.

(iii.) The plan of instruction is adopted in the first instance for the period of three years in accordance with the motion of the Local School Committee.

(iv.) Admission to the VIIIth classes for girls can only follow on the completion of their seven years' ordinary school time; therefore girls may only be admitted on leaving the VIth class if at that time they have attended school for the required seven years.

(v.) Pupils who have attended the classes for the 8th year receive a "leaving certificate" at the end of the time.

(vi.) Pupils leaving before the expiration of the 8th year have nevertheless to complete their attendance at the Sunday schools; but the time spent in the VIIIth classes will be deducted therefrom.

(vii.) Girls who are attending the VIIIth classes are released for that year from the holiday school, and, after the expiration of that year, have only to attend Sunday school for one more year.

The revised syllabus as given above received, by a resolution of December 14th, 1899, the approbation of the Royal Local School Committee, and with the consent of the Royal Government of Upper Bavaria, Home Office (February 1st, 1900, Nr. 51,610), its definite introduction was approved.

Munich, February 7th, 1900.

ROYAL LOCAL SCHOOL COMMITTEE OF THE ROYAL CAPITAL AND RESIDENCE OF MUNICH.

W. v. BORSCHT.
I. *Mayor—Professor of Law.*

PH. v. BRUNER,
II. *Mayor—Professor of Law.*

DR. GEORG KERSCHENSTEINER,
Royal Commissioner of Schools.

APPENDIX D.

SPECIMEN SYLLABUS OF NEEDLEWORK IN A HIGHER GIRLS' SCHOOL (SCHWEINFURTH, BAVARIA).

First year (age of pupils: 10 years).—Plain knitting—Knitting sampler with thirteen or fourteen designs—One pair of stockings. (Material: white yarn with red for edgings.)

Second year (age of pupils: 11 years).—Crotchet sampler (about fourteen patterns)—Two fancy-work samplers (canvas, with letters and stitches for darning damask, woven cloth, etc., and worked in two colours).

Third year (age of pupils: 12 years).—Sewing sampler: An apron—Mending sampler (patching, etc.).

Fourth year (age of pupils: 13 years).—Chemise—Pair of drawers.

Fifth year (age of pupils: 14 years).—Nightjacket—Embroidery sampler (stitches used in white embroidery).

Sixth year (age of pupils: 15 years).—Darning sampler—White embroidery (marking handkerchiefs, etc.)—Knitting in a stocking-heel—Coloured embroidery (cushion covers and other ordinary fancy-work).

APPENDIX E.

EXTRACT FROM THE SYLLABUS OF THE MUNICIPAL HIGHER SCHOOL FOR GIRLS IN MUNICH (1903–1904).

8.—NATURAL SCIENCE AND DOMESTIC ECONOMY LEADING TO AND COMBINED WITH HEALTH LESSONS AND THE THEORY OF EDUCATION.

A.—AIM OF THE LESSONS.

The object of the science lessons is to show the fundamental laws underlying general life and its development from the earliest ages to the present time, with especial reference to the conduct of human life.

B.—SYLLABUS.

Class I.—2 hours per week.

Observations on animals and plants, their dwellings, life and external characteristics:—

(*a*) Zoology.—Important examples of the different orders of mammals, chosen and classified according to region, movement, and food. Comparison of these types of animals with special reference to their biological and domestic importance.

(*b*) Botany, Liliaceæ, and Rosaceæ.—Biological significance of the roots, stamens, leaves, buds, flowers, fruit, seeds; plant-collecting and observation of plant-life (continued in the 2nd and 3rd classes).

Class II.—2 hours per week.

As far as possible, the central point of attention shall always be the external requirements of life and their relation to habits and form.

(*a*) Zoology.—The external and internal build of a bird (swallow) for flying. Bird forms adapted for walking and swimming (ostrich and duck).

Changes in form consequent on different kinds of nourishment (meat, grain, berries, insects); the actual corn-eaters (*Scharrvögel*). Summary from biological and domestic points of view.

The effect of climate on the habits and forms of animals (reptiles and toads). Complete adaptation to life in the water (fish). The domestic importance of fishes, amphibious animals and reptiles.

(*b*) Botany.—Typical flowering plants (*phanerogams*) chosen according to locality and time of flowering. The chief necessities of plant-life; water, air, light and warmth, illustrated by physical and chemical experiments.

Class III.—2 hours per week.

It must be demonstrated that the different habits of life develop according to economic laws.

(*a*) Zoology.—The organs and life of the lower animals as suited to their needs (only certain examples of the most important classes). The functions and typical structure of the bodies of lower and higher animals.

Herds and tribes; common life among animals of different kinds.

The transition from animal to plant life; the special development of certain organs through use; notes on the natural defences of the individual animals, etc.

The influence of domestication on animals; the most important facts in the value of the domestic animals.

(*b*) Botany.—The functions and inner build of plants, illustrated by chosen examples of cryptogams and conifers. Examples of adaptation to outward circumstances of nourishment, propagation and growth. Plant defence against the attacks of animals. Transition forms between plants and animals (compare with (*a*)). Plants and housekeeping. Summary of the animal and vegetable systems.

Class IV.—3 hours per week.

Natural law in the build and life of the human body, with special reference to health and family life.

Purpose, structure, joints, function and care of the bones, muscles and nerves. The skull, the ear and sense of hearing, the larynx and the human voice; connection between hearing and speech, care of the ear and the voice. Light, the eye and the sense of sight; necessity for natural light in living-rooms; sources of light and different kinds of artificial lighting from the point of view of health and of economy. Smell and taste. The outer-skin and the care of it. The digestive organs, the circulation and the heart, the organs and process of breathing; care of the organs of nourishment. The biological principle of human life; the family as the foundation of the same.

Class V.—4 hours per week.

Natural law underlying domestic economy and physical education.

(*a*) Sketch of the duties of a housewife:—The laws of heat; heat and clothing; heat and dwellings; heating; preparation of fires (phosphorus, sulphur); fuel (coal and its combinations; oxidation with and without the appearance of light, wood, peat, stone, and wood coal). The stove. Animal, plant and mineral substances in their relation to food and housekeeping; the principal elements of our food; oxygen, water, carbon and nitrogen and their most important chemical combinations. The functions of oxygen and carbon in breathing and

the production of bodily heat. The organic combinations of carbon, water and oxygen in starch, sugar, fat and white of egg; the arrangement, preparation and preservation of animal and plant foods; water, spices and beverages as aids to digestion. Diagram of the nourishing values and costs of different foods. The necessities of the family, arranged under nourishment, clothing, dwelling, heat and light.

(*b*) Principles of physical education.

Class VI.—3 hours per week.

Mechanical, magnetic, electric and electro-chemical forces in the service of man, chiefly in their application to domestic implements, utensils and machines. Continuation of the general lessons on education.

(*a*) Gravitation. The mechanics of solid, liquid and gaseous bodies, and the chief domestic and commercial utensils, implements, and machines. The law of gravitation, Kepler's laws and Newton's explanation. The tides. Magnetic forces. Electric distribution in thunder-storms; the origin of the electric current and its chemical and magnetic effects; the telegraph and telephone.

(*b*) Principles of intellectual and social education.

APPENDIX F.

Specimen Lesson-plan and Time-table for the Evangelical Girls' Homes (founded by Dr. F. Zimmer).

Lesson-plan.

The full course of instruction lasts two or three terms, according to individual wish and capacity (*i.e.*, about one and a half years), and closes with an examination.

The Committee grants, to those pupils who have attained the requisite proficiency, a diploma which certifies them to be capable of conducting a small household.

Subjects of Instruction.

Housewifery Instruction;—Housekeeping, *i.e.*, cookery, baking, preserving, ironing, cleaning, sewing, *i.e.*, mending, darning, hand and machine sewing, cutting out of under-garments; in the third term also care of linen, white embroidery (chiefly marking), dressmaking (at this stage they can usually make overalls, blouses and a better dress).

Continuation of the General Education.—Religion (history of Christianity, questions of the day in the light of the Gospels, etc.), history of literature with class reading of the national classics, history of art (classes taken to the public galleries), elements of pedagogy, German, French and English, social laws and customs, hygiene of food and of health, drilling, drawing, class-singing; third term: especially more advanced ethics, history of art, pedagogy, sick nursing and first-aid.

Optional Extra Subjects (not included in general fee):—Singing (solo), painting and dancing.

Specimen Time-table.

8.30 a.m. to 12.

In the morning the pupils are divided into two groups which change their work each week.

(*a*) (First week)—

Monday, Wednesday, and Thursday	Sewing, 2 hours Drill, ¼ hour Languages (German, French or English), 1 hour

Tuesday and Friday - - - -	Religion or Ethics, 1 hour Languages, 1 hour Sewing, 2 hours
Saturday - - - - - -	Drawing, 2 hours. Drill, ¼ hour Languages, 1 hour
Each day - - - - - -	Various light household duties.

(*b*) (Second week)—Explanation of recipes and practical cookery, or (one week in each quarter) housework, washing, ironing, cleaning of furniture, silver, brasses, etc.

Afternoons.

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
p.m. 4–5	Arithmetic	Pedagogy or Dictation of Foreign Words	"Manners and Customs."	Composition or Law	Free for a longer Excursion	Hygiene
5–6	Domestic Science	History of Art	Domestic Economy or First-Aid	Literature		Singing
6–7	Walk	Walk	Walk	Walk		Walk

Evenings.

8.30–9.15	General Reading		Recitation	Mending	Domestic and Private Book-keeping	Free for Private Letters
9.15			Evening Prayers			

APPENDIX G.

Extracts from the Prospectus of the School of Needlework at Reutlingen.

§ 1. The sewing-school of Reutlingen, which was founded in 1863, is under the protection of Her Majesty Queen Charlotte and the authority of the Royal Department of Religion and Education. It is a combined State and town school and under the direction of the Royal Commission for Technical Schools in Stuttgart, assisted by the town council.

The aim of the school is to train girls to be efficient in all branches of needlework, etc. :—

(*a*) For home use.
(*b*) For commercial life.
(*c*) As teachers of sewing.

The governing body of the school consists of a president, appointed by the Royal Commission for Technical Schools, a councillor, chosen by the members of the town council, and a committee of ladies.

The immediate control of the school is under an inspector and a headmistress, both experienced in technical and artistic work and business.

At present there are twenty staff teachers, while special lecturers are engaged for the extra subjects.

§ 2. The practical work of the school is grounded on a union of drawing and sewing.

The instructions given in the sewing-classes are entered by the pupils in their note-books, and illustrated by drawings, so that each pupil obtains a book which enables her to adapt what she has already learned to new uses.

The excellent school collection of teaching apparatus and examples of applied art provides a series of valuable object-lessons for the pupils.

§ 3. The chief branches of instruction are :—

I. Drawing.
II. Needlework (all branches).
III. General subjects.

Drawing is begun in the first course with geometrical drawing, which is also a foundation for drafting of patterns. In the second course elementary freehand follows, and this leads on to drawing, design and painting of ornamental patterns with special application to embroidery, etc. The students and advanced pupils learn in addition perspective, drawing from nature, together with the application of nature studies to conventional design, copying embroideries and costumes, ornamental lettering, and in conclusion, method of teaching drawing.

The studio is open to pupils who attend none of the practical classes at a fee of 7s. per term.

The sewing courses and fees per course in the five principal subjects are as follows :—

	£	s.	d.
1. Hand sewing : Various stitches, making of lingerie, mending, scalloping, crewel-stitch and drawn-thread work -	1	0	0
2. Machining : Use of the sewing machine, simple machinery, drawn-thread work, making various machine-sewn garments - - - - - - - - - - - -	1	7	6
3. Dressmaking for children and adults, costumes, jackets and mantles - - - - - - - - - - - -	1	13	0

The above-named lessons are combined with lessons in pattern-drafting (4 hours per week) in order that the pupils may learn to cut out independently.

4. Knitting, crochet, netting, macramé and fringe-making in wool, cotton and silk, also pillow-lace making, frame-work (so-called Reutlingen articles), and weaving (Gobelin and Northern weaving) - - - - - - - - - -	1	7	0
5. Embroidery : white, coloured, gold and lace embroidery ; special drawing with practice in the choice of materials and colours - - - - - - - - - - -	1	7	0

Also two extra courses :—

(*a*) Ironing - - - - - - - - - - - -	0	7	0
(*b*) Millinery - - - - - - - - - - - -	0	5	0

The practical and art work and the course of training for intending teachers are regulated by the rules of the State Examination for Sewing Teachers.

The general subjects (optional) include :—

	Per Course.
(*a*) Scientific and other lectures - - - - - - -	3s.
(*b*) History of art and design - - - - - - -	free.
(*c*) General æsthetic principles for the design and execution of artistic embroidery, etc. - - - - - - - -	free.
(*d*) Pedagogy - - - - - - - - - - -	free.
(*e*) Lectures on raw materials and textile goods - - - -	free.
(*f*) German and arithmetic - - - - - - -	5s. to 10s.

	Per Course.
(*g*) Book-keeping and commercial arithmetic - - -	5s. to 10s.
(*h*) Choral singing - - - - - - - - -	3s.
(*i*) Dancing and deportment - - - - - - -	20s.
(*k*) Gymnastics - - - - - - - - - -	free.

Subjects (*a*) to (*f*) and (*k*) are obligatory for students in training. Opportunity is given for private lessons in languages and music.

§ 4. The drawing mentioned in § 3, I (at least four hours per week, not including pattern drafting) is obligatory for all pupils. Exemption can only be claimed on production of a medical certificate to the effect that drawing would be detrimental to the health of the pupil in question.

Pupils are earnestly recommended to begin with the course in hand-sewing, which is the most important foundation for all other courses, and is a great aid to the learning of pattern drafting. Pupils may, however, enter any class at the beginning of the course, if they should exhibit sufficient proficiency in the entrance examination.

In subjects, § 3, 1–3, which are combined with obligatory lessons in drawing, pupils must at entrance undertake to remain for a full course at least. In subjects 4 and 5 entrance is permitted monthly.

The course of commercial or trade training in any of these subjects is arranged in each case entirely according to the aims and wishes of the individual pupil. The time required depends on her previous knowledge.

The training course for teachers in elementary, secondary and higher girls' schools consists of seven courses and lasts one year and seven months. Entrance on 10th September.

The higher State examination qualifies—

(*a*) To teach all kinds of needlework;

(*b*) To teach advanced dressmaking;

(*c*) To teach advanced embroidery and drawing.

§ 5. There are three school terms, viz.:—

1. 8th January to 18th April.
2. 23rd April to 30th July.
3. 10th September to 19th December.

The school is open from 8 a.m. till noon, and from 2 to 5 p.m.; between every two hours of work is a quarter of an hour's pause. Saturday afternoon is free and can be utilized for ironing and millinery. The other secondary subjects are so arranged for the afternoon hours that not too much time is taken from the principal subjects.

For the sake of her principal subject no pupil should take simultaneously more than two secondary subjects.

§ 6. The conditions of entrance are that a pupil has passed through the ordinary school and bears an unblemished character.

Pupils from a distance are recommended to reliable lodgings and are under the care of the inspector, head-teacher and the ladies' committee.

The health of pupils is well provided for by the open situation of the school-house with its healthy, light, spacious and well-ventilated class-rooms, by the regular pauses between lessons, when in warm weather pupils can enjoy the large, shady garden, while for winter there are wide and warm corridors; the town is also particularly healthy; there are many beautiful excursions in the neighbourhood, and there is ample provision of bathing establishments.

In case of illness the best medical help is obtained, and if the illness is infectious the patient is placed in a private room at the town hospital.

The school collections and library are free to all pupils. Occasional excursions are made to the State museums in Stuttgart.

§ 7. Each pupil must provide her own machine, and materials for needlework, drawing, etc.

If desired, these can be obtained at the school, where sewing machines may also be hired.

§ 8. All fees must be paid in advance, with the addition of 10d. to the school fund for teaching materials, etc.

§ 9. Advanced pupils are able to earn something by executing orders which the school takes from manufacturers and private persons.

§ 10. Printed copies of the rules are hung in all the rooms.

Pupils are strictly forbidden to make presents to any member of the staff.

Parents and guardians of pupils from a distance are advised to choose lodgings with people of their own faith.

§ 11. Each course closes with an examination held by the class-teacher, and pupils receive reports as to their progress, achievements, diligence and attendance.

Industrious pupils who have thoroughly studied at least three principal subjects receive a diploma.

Work and drawings of special merit may be retained for the permanent school exhibition. In this case the outlay for materials is refunded.

At least once in two years an exhibition of school work is held; the school also takes part in exhibitions in other places.

APPENDIX H.

List of Departments of the Lettehaus, Berlin.

1. *Commercial School.*—One to two years. Pupils from sixteen years of age.
2. *Civil Service Courses.*—Six months. Pupils from eighteen years of age.
3. *Technical School :—*

Ten classes for different kinds of needlework, drafting and design.
Laundry work, two courses.
Cookery, etc., five courses.
Housework.
Book-keeping, two courses.
Professional Training :—

1. Training school for needlework teacher (one year).
2. Training school for advanced teachers of needlework (two and a half years).
3. Housewifery course for home use (from eight months).
4. Training for lady's maid (eight months).
5. Six-months' course in housewifery and sewing.
6. Twelve-month's course in housewifery and sewing.
7. Training course for housewifery teachers (eighteen months).
8. Combined course for housewifery and needlework teachers (two years).

Residence of the Cookery School.
School of Photography.
Victoria Boarding House.
Embroidery Trade School.
Book-binding.
Restaurant.
Registry.
Resident Housewifery School.

APPENDIX J.

Extracts from the Prospectus of the Pestalozzi-Fröbel Haus II., Berlin.

The object of this school is to enable women to obtain a thorough training in all branches of housewifery. The school is divided into different sections in order to meet the requirements of different classes of pupils. Each subject is taught by a trained teacher to groups of ten to twelve pupils.

Special care is given to the training of cookery and housewifery teachers, who can be recommended to suitable situations at the conclusion of the course.

The school undertakes to prepare candidates for the State examination for housewifery teachers. This training course occupies one and a half years, but only qualifies candidates to teach in elementary schools. Two years are required to prepare for the school examination which qualifies candidates to teach adults. Although many institutions undertake to prepare students for this profession in a short time, the committee has determined to keep to a training course lasting two years. After long experience, we have found the time too short for thorough mastery of both the practical and theoretical sides of all that has to be learnt, for we consider it imperative for a good technical education that, in addition to the general practical training, a definite time be devoted to housekeeping, and that chemistry, pedagogy and practice in teaching be thoroughly mastered.

I.—Teacher's Training Course.

The course lasts two years, and candidates who are successful in the closing examination receive the diploma of the school. Fee: £4 5s. per quarter, payable in advance. Entrance fee: 3s. Fee for board and residence: £40. Entrance in April and October. A quarter's notice is required before a pupil leaves.

The courses begin on 1st April and 1st October.

Candidates must have passed through a higher girls' school and be at least twenty years of age. They must also produce: (1) an account of their life up to the present and the leaving certificate of a higher girls' school; (2) a certificate of health; (3) the consent of their parents.

The training course includes: middle-class and high-class cookery, preserving, baking, housework, laundry-work, sewing (mending, darning, etc.), housekeeping, domestic economy, chemistry, hygiene of food, health, etc., pedagogy, method, book-keeping, correspondence, gardening, botany.

II.—Courses in Middle and High-class Cookery.

1. Morning courses begin in January, April and October. Length: three months. Hours: three times weekly from 9 a.m. till 1 p.m. Fee: £5 10s. Middle and high-class cookery.
2. Morning or afternoon courses in middle-class cookery. Length: three months. Hours: three times a week from 9 a.m. to 1 p.m., and 3 to 7 p.m. Fee: £2 10s. Good middle-class cookery.
3. Courses in baking, high-class cookery, decoration, etc. Once a week from 3 to 7 p.m. Fee: 3s. per lesson. (In these lessons pupils may prepare special dishes for themselves, after giving notice the previous day.)
4. Four-week courses in middle-class cookery are held in July, August and September. Length: four weeks. Hours: 9 a.m. to 1 p.m. daily. Fee: £2. (These courses are specially suitable for servants whose employers are away from home.)
5. Preserving courses are held in July and August. Attendance: six mornings from 9 a.m. to 1 p.m. Fee: 15s.
6. Courses for doctors, twelve lectures from 6 to 8 p.m. Fee: 30s. (Foreigners, £2.)
7. Sick cookery. Nurses, district nurses, matrons, etc., have in these courses opportunity to learn invalid cookery, and also the preparation of simple and wholesome dishes for working-class families and children. One lesson weekly for three months. Fee: 12s.
8. Children's courses. Cookery lessons for girls from the elementary schools. Length: three months, two lessons weekly. Fee: 8d. a month including meal.

Notes.—In all the courses the pupils learn to cleanse the various utensils. etc. Pupils must provide aprons, a dish-cloth, note-book and pencil, two kettle-holders, a chain with knife and spoon.

III.—Washing and Ironing Courses.

1. Courses in laundry-work lasting three months; lessons twice a week from 9 a.m. till 12 p.m. Fee: £1. (Material to be brought by the pupils according to directions.)
2. Ironing courses lasting three months; lessons twice a week from 9 a.m. to 12 p.m. or from 3 to 6 p.m. Fee: 30s.

Servants are admitted to the afternoon courses at reduced fees.

IV.—Housework Courses.

1. In these courses all kinds of housework are both practically and theoretically taught, viz.: the cleaning of rooms, furniture, silver, windows, etc. Attendance: twice a week from 9 a.m. to 12 p.m. for three months. Fee: 24s., including material.

V.—Dressmaking Courses.

1. Home dressmaking. Length of course; three months; lessons three times a week from 9 a.m. to 12 p.m. Fee: £2. Pupils must understand the use of the sewing machine. (Pupils must provide work-basket, drawing-paper, ruler, note-book, pencil and measure.)
2. Courses in altering dresses. Attendance: twice a week from 9 a.m. to 12 p.m. for one month. Fee: 15s.

VI.—Millinery Courses.

Lessons in home millinery are given twice a week from 3 to 6 p.m. for two months. Fee: 30s. (Pupils must provide all the necessary sewing materials.)

VII.—Sewing Courses.

1. These courses give thorough teaching in every kind of mending. Attendance: twice a week from 9 a.m. to 12 p.m. for three months. Fee: 30s.
2. Machine sewing and elementary cutting-out. Courses last three months. Attendance: twice weekly from 9 a.m. till 12 p.m. Fee: 30s. (Pupils must provide the necessary sewing materials, also the prescribed articles to repair.)

VIII.—Housewifery Courses for Girls who have left School.

1. Laundry and housework. Attendance: three times a week for three months. Fee: 9s.
2. Sewing and cooking. Attendance: three times a week for three months. Fee: 9s.

IX.—Gardening.

Lessons on the treatment of plants and the ordering of a garden. Attendance: once a week from 5 to 7 p.m. for six months. Fee: 25s.

X.—Combined Housewifery Courses.

Courses for young girls in all branches of domestic economy, lasting six months. Fee: £14.

Lessons in middle and high-class cookery, preserving, laundry-work, housework, sewing and domestic economy.

Pupils from a distance can board at the school, as far as space permits. Resident fee: £22 10s. for six months.

Every intending boarder must produce an account of her life, a certificate of health and the leaving certificate of a higher girls' school.

XI.—Professional Training.

1. Young girls who have already a practical knowledge of housewifery are prepared to take situations as mother's-helps. The course lasts six months. Fee: £10, or £15 for one year.
2. Servants' courses. Girls who have left the elementary school and can produce a certificate of good character are trained for domestic service. The course lasts six months, with daily attendance from 8 a.m. Fee: including dinner and tea, 3s. a month, payable in advance.
3. It is intended to form classes for waitresses. The training will include the laying of tables, waiting, the cleaning of glass and silver, sewing and ironing. Such a course will last at least six weeks.
4. It is also intended to form an evening continuation class for servants, which will meet from 6 p.m. till 9 p.m. Lessons will be given in housework, sewing and laundry-work. Attendance once a week for three months. Fee: 6s.

APPENDIX K.

Prospectus of the Country Housewifery School in Obernkirchen (Issued 1905).

Here, where the mid-German hill-country sinks into the flat-lands of North Germany, the little town of Obernkirchen lies picturesquely on the northern slopes of the beech-crowned Weserberge in the district of Schaumburg. The nearest place of importance is Bückeburg, the capital of the Duchy of Schaumburg-Lippe. Obernkirchen is a station on the Rinteln-Stadthagen line, and can be reached from Hanover in little more than an hour.

Close to the village lies an ancient endowment, founded in the ninth century, many of whose spacious apartments had been unused for decades and were falling into decay.

By a gracious decision of His Majesty the Emperor and of the King, these buildings were placed at the disposal of the Society for Country Housewifery Schools, and after much alteration and rebuilding they were opened in 1901 as a housewifery school, under the patronage of Her Highness the Duchess of Schaumburg-Lippe.

The programmes in the schools at Reifenstein and Obernkirchen are the same for the first school year. The first object is to initiate the pupils into practical domestic work. How this is done can be best understood from the description of a working day.

Pupils get up at 6.30 a.m. They then take turns in preparing the coffee and in performing other small household duties. Prayers, followed by breakfast, are at 7.30 a.m. (in the summer everything is half an hour earlier). Then the pupils clean and tidy their bedrooms. * At 8.30 a.m. practical work begins in kitchen, house, laundry, dairy and farm-yard.

The pupils work in groups which change duties daily. The kitchen group prepares dinner; the house group lays and serves the table.

Dinner is at 12.30 p.m., and then there is a pause until 2.30 p.m. The afternoon is devoted to sewing and theoretical lessons, the latter being all given in reference to practical life. From six o'clock onwards the pupils arrange their own occupations; they can take walks either before or after the classes.

* The change noted in the text (p. 72) has been made since this prospectus was issued.

Supper is at 7.30 p.m., and evening prayers are soon after 9 p.m. Then those who are tired can go to bed, and all must have retired by 10.30 p.m.

There is a musical evening once a week and also either a reading or social evening.

The pupils who only wish to take the usual housewifery course usually leave at the end of the first school year, which closes with an examination.

In special cases and if space permits, pupils can be admitted for shorter times up to six months, but the training is in this case necessarily much less complete, for a year is hardly sufficient to give a thorough grounding in all the subjects taught.

After the first year those who wish for professional training enter the seminary courses, which are the chief feature of the second year. An allied but differently organised housewifery school serves as the practising school. An experienced mistress teaches pedagogy and method, and the theoretical knowledge gained is illustrated and confirmed by practical experience among the pupils of this second housewifery school, and also in the school kitchen attached to the elementary school for the use of the older children.

The course closes with an examination under State control, which is held in accordance with the examination regulations for housewifery teachers issued by the Prussian Kultusministerium.

Successful candidates receive diplomas as housewifery teachers. At present the examination does not qualify them to teach in public schools (*i.e.*, under the public education authorities).

In every way this school is arranged not as an educational establishment for growing girls, but as a continuation school for girls who are already grown up.

Thus the pupils have complete freedom as far as is permitted by the school work and rules. The place is filled with a spirit of unconstrained happiness which finds abundant expression in the social evenings, excursions, and little festivals which both vary and improve the serious work.

Syllabus.

Instruction is given according to the following plan :—

1.—*Practical Subjects.*

Cookery : Middle and high-class cookery ; arrangement and embellishment of the dishes ; preservation, dealing with things left over.

Baking white bread and all kinds of cakes.

All kinds of fruit and vegetable preserving.

Slaughtering pigs and geese.

Cleaning of kitchen and utensils.

Washing : Treatment of table, bed and body linen, also of the finer coloured materials and woollen dresses.

Ironing the above-mentioned, with the addition of dresses, collars, cuffs and shirts.

House-cleaning : Cleaning dwelling and bed-rooms ; lamps, silver, knives and windows ; polishing floors and furniture ; taking out stains, etc.

Gardening : All practical work in the vegetable, fruit and flower gardens.

Dairy-work : Milk-skimming by the centrifugal method ; butter and cheese making.

Poultry-rearing : Natural and artificial methods of breeding fowls and ducks ; rearing and feeding.

Needlework : Hand and machine sewing ; making and repairing garments.

Dressmaking : Simple blouses and dresses.

2.—*Theoretical Subjects.*

Lessons on Food: Study of different kinds of food, their origin, food-value, price, purchase, preservation and uses; writing out and calculating recipes; invalid cookery.

Gardening: Soils and manures; laying out a house garden; the cultivation of vegetables, fruit and flowers.

Botany: The principal facts in the anatomy, physiology and morphology of plants; classification of plants.

Dairy-work: Production, treatment and preservation of milk; analysis of milk; impurities in milk; butter and cheese making.

Poultry-rearing: Position and arrangement of the nests, etc.; natural and artificial methods of breeding; rearing and care; different breeds; diseases of poultry.

Book-keeping: Simple domestic book-keeping; book-keeping for small farms and schools.

Hygiene (health lessons): Build and care of the human body; necessities for health; nursing and first-aid.

Law and Government: General lesssons on government, constitutions and ruling bodies, social law, insurance, taxation, investments, declarations, etc.; reports and business correspondence.

Chemistry—Inorganic: The chief elements, their occurrence, peculiarities, combinations, with special reference to the home (kitchen, garden, laundry, etc.).

Chemistry—Organic: Fats, soaps, carbo-hydrates, proteids, alkalies, ferments.

Physics: Mechanics of solids, liquids and gases; lessons on heat, sound, light, magnetism and electricity.

Additional subjects for students in training:—

Method: The chief principles of teaching; preparation, discussion and criticism of practice-lessons.

Pedagogy.—The chief principles of education, psychology, schooling and method. Short history of pedagogy and the most famous teachers.

Servants are kept for the rough daily work of the house.

Fee for pension and instruction is £15 per quarter for Germans, £17 10s. for foreigners, payable in advance.

APPENDIX L.

Summary of the Regulations of Six Country Housewifery Schools.

Name.	Owned by	Founded.	No. of Pupils.	Minimum Age.	No. of Teachers	Length of Course.	Fee.	Notes.
Neckarbischofsheim	District	1884	22	16	2	5 months	20/- to 40/- + 7/- per week for food.	Lower Middle Class School. No gardening or poultry-rearing.
Budweis (S. Bohemia)	District	—	25	15	4	5 months	About 10 guineas	Non-resident pupils also taken. Gardening and poultry-rearing taught.
Geiselgasteig (near Munich)	Private Committee	1902	22	16	5	12 months	About £52	Teacher's training course lasts 2 years. Gardening, poultry-rearing and bee-keeping taught. Short holidays at Christmas and Easter.
Reifenstein (Representative of Obernkirchen and Kempen)	Private Committee.	1900 in this place (original school 1897)	36	18	4	12 months	£60 to £65	Classes held by pupils for village children. All country subjects taught, including dairy work. 4 weeks holiday at Christmas and 1 week in October.
Arwedshof (*Bez.* Leipzig)	Private	1906	20 (will increase to 30)	17	5	12 months	£60 to £65	Syllabus includes preserving, poultry and dairy work. Optional subjects include fish-rearing, the care of calves, etc. 4 weeks holiday at Christmas.
Baden-Baden	The Dowager Grand Duchess	—	44	16	8	4 months	About £27	2 parallel schools, each taking 22 pupils. Only the lightest garden work taught

APPENDIX M.

SUMMARY OF THE REGULATIONS OF SIX TOWN TECHNICAL SCHOOLS (EXCLUDING SEWING SCHOOLS).

Name.	Founded	Number of Pupils.	Minimum Age.	Number of Teachers	Resident Course.	Resident Fees.	Training Courses.	Notes.
Rheydt a/ Rhein	1870	28 in Housewifery Course.		19				Courses in all subjects and all grades. State school since 1903. Representative of schools at Potsdam and Posen.
Hanover - -	1903	About 160. 10 to 16 per Course.		12		Up to £60 per annum.	1½ years for State examination.	Belongs to Women's Society. Restaurant and 4 kitchens. Mostly detached Courses, lasting from 3 months to 1 year. Free continuation school (girls go into service).
Munich - -	1895	30	16	4	5½ months.	£15 per Course.	Intending Teachers sent on to Carlsruhe.	School under large Society and aided by Town.
Strassburg -	1894	18 resident, 22 non-resident.	18	3	3 to 5 months.	£8 per Course.	Training for peripatetic diploma, 12 to 15 months. Full certificate 6 months longer.	Founded by National Women's Society.
Stuttgart - -	1895	70 (45 resident.)	16	8	6 months.	£24 to £25.	Students' Course 18 months. 2 students on duty in each kitchen.	School belongs to Women's Society. 32 in resident Housewifery Course.
Vienna - -	1866	About 1,200	14		*Started 1905. 2 years.	Housewifery fees average £10 per ann.		Detached Courses in all Technical subjects. Also High School and Commercial School. No residence.

* Non-resident.

Volume 1 of Special Reports (Education in England, Wales, and Ireland, France, Germany, Denmark, Belgium, &c.) (1896–7) contains the following Papers :—

1. Public Elementary Education in England and Wales, 1870–1895.
   By Messrs. M. E. Sadler and J. W. Edwards.
2. English Students in Foreign Training Colleges.
   By Miss L. Manley, Miss Williams, and Mr. H. L. Withers.
3. Brush Work in Elementary School (with illustrations).
   By Mr. Seth Coward.
4. The A B C of Drawing: An Inquiry into the Principles underlying Elementary Instruction in Drawing (with illustrations).
   By Mr. Ebenezer Cooke.
5. Domestic Economy Teaching in England.
   By Mrs. Pillow.
6. Technical Education for Girls.
   By Miss A. J. Cooper.
7. The Secondary Day School attached to the Battersea (London) Polytechnic: An Experiment in the Co-education of Boys and Girls.
   By Mr. Sydney H. Wells.
8. The History of the Irish System of Elementary Education.
   By Mr. M. E. Sadler.
9. The National System of Education in Ireland.
   By the Right Hon. C. T. Redington, D.L.
10. Recent Legislation on Elementary Education in Belgium.
    By Messrs. M. E. Sadler and R. L. Morant.
11. The Housewifery Schools and Classes of Belgium.
    By Miss K. S. Block and Miss L. Brackenbury.
12. The French System of Higher Primary Schools.
    By Mr. R. L. Morant.
13. The Realschulen in Berlin and their bearing on Modern Secondary and Commercial Education.
    By Mr. M. E. Sadler.
14. The Ober-Realschulen of Prussia, with special reference to the Ober-Realschule at Charlottenburg.
    By Mr. M. E. Sadler.
15. The Prussian Elementary School Code.
    Translated by Mr. A. E. Twentyman.
16. The Continuation Schools in Saxony.
    By Mr. F. H. Dale.
17. The School Journey in Germany.
    By Miss C. I. Dodd.
18. The Teaching of the Mother-Tongue in Germany.
    By Mr. F. H. Dale.
19. Holiday Courses in France and Germany for Instruction in Modern Languages.
    By Messrs. F. S. Marvin and R. L. Morant.
20. Recent Educational Progress in Denmark (with maps).
    By Mr. J. S. Thornton.
21. Education in Egypt.
    By Mr. P. A. Barnett.
22. The Education of Girls and Women in Spain.
    By Señor Don Fernando de Arteaga y Pereira.
23. The National Bureau of Education in the United States.
    By Mr. R. L. Morant.
24. The History of the Manitoba School System and the Issues of the Recent Controversy.
    By Mr. R. L. Morant.
25. Arrangements for the admission of Women to the Chief Universities in the British Empire and in Foreign Countries.
    By Mr. M. E. Sadler with the help of Mr. J. W. Longsdon.
26. Appendix giving a list of the chief official papers bearing on Education in Great Britain and Ireland.
    Prepared by Mr. M. E. Sadler.

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   By Professor J. Brittain, Instructor in the Provincial Normal School, Fredericton, New Brunswick.

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6. North-West Territories, The System of Education in the.
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9. Memorandum on Agricultural Education in Canada.
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BOARD OF EDUCATION.

SPECIAL REPORTS

ON

EDUCATIONAL SUBJECTS.

VOLUME 21.

SCHOOL EXCURSIONS AND VACATION SCHOOLS.

Presented to both Houses of Parliament by Command of His Majesty.

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1907.

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Prefatory Note to Volume 21

of

Special Reports on Educational Subjects.

Since the publication ten years ago, in the first volume of the Board's Special Reports, of Miss Dodd's paper on the School Journey in Germany, followed by the Special Reports five years later in Volume VIII by Messrs. Cowham, England, Wollman and Flamank, and Hyde, on School Journeys in this country, out-door education has developed not only on the line of the School Journey but on other lines also. These Reports indicated indeed that a need had been felt at home as well as abroad for supplementing indoor education by bringing school-life into relation with life outside the school, and that steps had already been taken to meet the need in this country along lines similar to those already taken in Germany.

But recently the idea has outgrown the particular form in which it manifested itself in the School Journey. It would seem that we can already recognise a general and widespread tendency to restore to school-children by varying methods and agencies those educative influences which town-life is apt to shut away from them. The vital principle that took shape in the Journey is now to be recognised in other educational activities. Efforts that at first might appear to be separate and sporadic, as did the School Journey ten years ago in England, may now fairly be considered as aspects of one general movement vitalized by one and the same idea.

It has therefore seemed convenient to treat in one Special Report, prepared by Mr. J. E. G. de Montmorency, a number of different aspects of out-door education. The various sections of which this volume is composed are linked together by the quality common to all the educational experiments described—that the school room in each case is wholly or partly the open-air. The volume presents some picture of that part of the educational field to-day which is covered by the open sky. Vacation Schools, Country Schools for backward children, School Journeys, may all be considered as varying aspects of a conscious reaction against the evils of a school-life lived within the limiting four walls of a school room unrelieved and uninspired by any intelligent contact with the healthy and stimulating realities of nature. The evils which are inevitably attached to town-life show themselves as inevitably in the physical and intellectual development of children, and are exaggerated as inevitably in the case of children whose home circumstances provide few or no

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relieving conditions. To diminish and offset these evils, to promote a more natural balance among the physical and intellectual factors which make up bodily and mental health is the general aim of such educational efforts as are here considered.

In comparison with this general aim the differences between the various efforts need little comment other than the observations contained in the Report itself. The vacation school possesses a distinguishing feature in that it is in the first place a holiday "school," and only in the second place an "open-air" school. Its essential nature would not be altered theoretically if all its work were done indoors. Actually, however, a vacation school tends to be in many respects an outdoor-school, for its object would be endangered if not destroyed by confining its activities within four walls. The date of the long holidays makes also towards this end. The "open-air school" and "country school" proper are on the other hand the direct and essential outcome of the desire to counteract the effects which town life is apt to produce upon the child's growth, bodily, mental, and spiritual. The function of the open-air school is largely remedial and curative. Physically its aim is distinct and direct, mentally its aim is, if equally distinct, yet less direct. With the School Journey, the aim is more consciously a mental development than in the case of the other two forms of what may be called the "outdoor" theory. It is the product not only of this theory but even more of a theory purely educational.

> "Segnius irritant animos demissa per aurem,
> quam quae sunt oculis subjecta fidelibus et quae
> ipse sibi tradit spectator."

What the work in the laboratory is to chemistry and physics, that in a large measure the sights and associations of a School Journey are to history, geography, and nature-study; and as nature-study has grown in estimation for young children at the expense of the laboratory so the open road has found its place in our education as something more than a way to and from the school-house.

It has only to be added that the Board accept no responsibility for the opinions expressed by the writer of this Report.

Office of Special Inquiries and Reports.
December, 1907.

SCHOOL EXCURSIONS AND VACATION SCHOOLS.

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SCHOOL EXCURSIONS AND VACATION SCHOOLS.

I.—Historical Introductory Note.

It is not difficult to understand the reason that School Journeys and Excursions did not form an organic part of the curricula of English schools in the centuries preceding the year eighteen hundred. Neither ignorance of the educational method involved nor of the pedagogic value of such expeditions forbade that organic use in, at any rate, the more notable periods of English educational history. A national need had not arisen. The English schoolboy possessed national characteristics and natural opportunities that did away with the necessity of school journeys in the days before modern industrial enterprise transformed the educational problem by aggregating vast masses of humanity in narrow, ugly, yet select centres of production and trade. But with the opening of the new era such ignorance and such need were apparent enough. Children in these centres of industry for the first half of the nineteenth century were scarcely educated at all; their ignorance, their environment and work prevented any adequate expression of national characteristics. It is for this reason a matter of some importance to lay preliminary emphasis on the early history of nature study and of the relationship of nature to school life. A blank period intervenes between the educational methods of the Middle Ages and the Renaissance and of the revival of to-day. In the old times there was not the need for the self-conscious return to nature. The unconscious relationship of national life to natural life achieved the results that we aim at, or some of them. Life itself co-ordinated the things learnt in the school or University with the events of daily life. Of course, in so far as mediæval scholasticism governed the curriculum, this was not true in the case of the famous scholars of the Middle Ages, but it was true in so far as the average child or student was concerned. The scholar and the student derived from rural surroundings in one case and from the long journeys between home and the Universities in the other case that "open-air" outlook on life, that sense of nature which becomes apparent in the literature of the sixteenth and seventeenth centuries. To-day rural surroundings are in the vast bulk of instances absent from the daily life of the young people who in the Middle Ages would have composed the section of the nation attending school or the Universities. In the sixteenth century the University was a great secondary school, and the boys who filled it did so under conditions that rendered a knowledge of rural life an essential though unconscious part of his education. To-day we have to create those conditions by conscious effort, and in doing so it is possible for us to make the knowledge more immediately effective than it was in the Middle Ages and even in

the period of the Renaissance. We can make the acquaintanceship with nature involve a new hygienic value, and we can use the observation of nature as a definite instrument in the acquisition of historical, geographical and scientific knowledge. No doubt there is loss in the self-conscious return to nature, but there is also gain. It must also be remembered that the Renaissance return to nature was not wholly or even essentially unconscious. As we shall see, in rapidly tracing the ideas of Renaissance and later thinkers on the relationship of nature and education, the return to nature was consciously advocated as a re-action from the theories and pure intellectualism of the schoolmen. To-day a similar re-action is taking place, and it is therefore important to consider the early evolution of the idea of nature study.

It is usual to trace back the genesis of the school excursion to the ideas of Jean Jacques Rousseau. To do so is, however, scarcely accurate. Rousseau's ideas on the subject were by no means original, though they brought the school journey into prominence in Germany. The scholars' expeditions were in one sense the greatest educational force of the Middle Ages when young University students, boys of fourteen or fifteen years, wandered over Europe in the periods devoted to vacation, alone, or in small companies, taking with them in some cases (in Switzerland, for instance) younger school children as "fags." In England the wandering scholar was a notable fact of social life as late as the Commonwealth. An epigram or an epitaph, a wedding couplet or a birthday verse, was the price that he paid for board and lodging. He was an institution supported, if not created, by the joint efforts of Parliament and the Universities of Oxford and Cambridge, who recognised and encouraged the wandering of the poor scholar. By a statute of 1388* it was provided that poor University scholars might beg if licensed by their Chancellor.

In the fourteenth century England was a famous *locus* of the scholars' journey. Scholars poured into the country from Ireland, Scotland, Wales, and the Continent. From the first the Universities of Oxford and Cambridge were centres, "*Ubi convenit multitudo studentium.*"† Thither and thence, under royal licence, scholarship moved throughout the islands and over seas. The travelling was part of the education. The scholars were very young, and tramping the roads was the only means by which the schoolboys could reach the Universities. Jean le Charlier de Gerson, afterwards the famous Chancellor of Paris, had to tramp many a long league before he could join the University of Paris. There are numerous statutory references to the travelling scholar. In 1410, by a statute passed at a Parliament held in Dublin, it was ordered that "no Irishman adheringe to the enemyes shal be suffred henceforth to pase over the sea, by color of goinge to the scooles of Oxford, Cambridge, or els where."‡

* 12 Richard II. cap. 7 directs "that the Scholars of the Universities that go so begging, have Letters testimonial of their Chancellour."

† Close Rolls, (1227–1231), 15 Henry III. m. 14d. (p. 586).

‡ 11 Henry IV. cap. 24. See Tracts relating to Ireland (Dublin, 1843) printed for the Irish Archæological Society, Vol. ii., p. 137.

In 1413* the Irish generally, including Irish mendicant clerks ("Chamber Deacons"), were excluded from the realm; but exceptions were made in favour of Irish Graduates in the Schools, Sergeants and Apprentices of the law. In 1417 the Privy Council received a petition from Ireland asking that all the Irish should be sent back for the defence of the realm except beneficed clergy, law students, and scholars at the University (*escolers estudientes in les Universitees*). In 1422 the statute 1 Henry VI. c. 3 prohibited Irishmen from being principals of halls in the Universities and ordered Irishmen coming to the University to bring testimonials. In the following year† Irish students were ordered to bring sureties. In 1429‡ the law as to the Irish students was confirmed, but the King and the Lords Spiritual and Temporal, despite a petition from the Commons, refused to extend it to disorderly Scotch and Welsh students, (though the latter in 1400–1 had fled and rebelled against the Crown)§ or to exclude from one University, students who had been expelled from the other.

The principle of the act of 1388 was followed in 1495 and again in 1503–4.‖ Throughout the fifteenth century the wandering scholars moved about England. Anthony à Wood, writing under the date 1461,¶ says that "it was usual for scholars so to do." The sixteenth century encouraged these young travellers. A statute of 1530** orders "Scolers of the Universities of Oxford and Cambrydge that goo about beggyng, *not beyng aucthorysed under the Seale of the sayde Universities*," to be regarded as "stronge beggers" and punished. The poor travelling scholar disappeared in the seventeenth century at the very date when the new Educationalists were advocating the school journey and continental travel became the last stage of the education of the rich. But the peregrinations of poor scholars were no longer very welcome when the royal scholar James I. wandered south to the English throne. William Lambard, in the edition (p. 38) of his "Duties of Constables" published in 1602, declares that "everie person above the age of seven yeeres that calleth himself a schollar, and goeth about begging," is a rogue, vagabond, or sturdy beggar. "The seal of the University," however, for another half-century guaranteed a scholar board and bed.††

No doubt it may be said with truth that these scholar journeys were not organised in the pedagogic sense. They were, however, an expression of the national spirit, and received the special

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* 1 Henry V. c. 8 and 4 Rot. Parl. pp. 13, 102, 190, 254, 255.
† 2 Henry VI. cap. 8.
‡ 8 Henry VI. 4 Rot. Parl. pp. 349, 358.
§ 3 Rot. Parl. p. 457.
‖ 11 Henry VII. c. 2, ss. 1, 2; 19 Henry VII. c. 12. s. 2.
¶ *See* Gutch's edition of Wood's "Oxford," Vol. i., pp. 619-620.
** 22 Henry VIII. c. 12.
†† *See also* Lambard's *Eirenarcha*, p. 420. At Malton in the North Riding as late as 1640 "a man, calling himself by the name of a Scholler, having been taken begginge by colour of a passe which appears to be counterfoote" was punished (North Riding Record Society: Quarter Sessions Records, Vol. IV., p. 183. Rev J. C. Atkinson.)

sanction both of Parliament and of the educational authorities who controlled the Universities and the Grammar Schools. Indeed, no advanced education could be had without the aid of such journeys. But the pedagogic conception of the school journey and of nature study did not arise until the mediæval scholars' travelling days were almost done. This conception was, however, in the air when men still could see, to use the words of Sir Thomas More, poor scholars of Oxford go a-begging with their bags and wallets. The early middle ages, indeed, were not without hints of such a conception. The treatise *de Utensilibus* of Alexander Neckam (who died in 1217), and a vocabulary of the names of plants (in Latin, Anglo-Norman, and English), of the same period* give us some suggestions of nature study, while Mr. Oswald Cockayne has edited for the Rolls series a work† that gives some considerable idea of the practical botany of the Middle Ages. The *Vocabula Magistri*, by John Stanbridge (1463–1510), was a renaissance work in part perhaps founded on Neckam's book, but far better. At this very period Rabelais (1483–1553) was advocating practical work and nature study for children. Gargantua and his companions "did recreate themselves with bottling, cleaving, and sawing, and threshing sheaves of corn in the barn. They also studied the arts of painting and carving." Rabelais may have learnt something of his new ideas from the work of Vittorino da Feltre (1378–1446), in whose Palace School at Mantua both natural history and natural philosophy were taught to the pupils. Rabelais, however, goes on to lay down general educational principles. Gargantua advises the child Pantagruel as follows:—

"In the matter of the knowledge of the works of nature, I would have thee to study that exactly; so that there be no sea, river, or fountain of which thou dost not know the fishes; all the fowls of the air; all the general kinds of shrubs and trees, whether in forest or orchard; all the parts of herbs and flowers that grow upon the ground; all the various metals that are hid within the bowels of the earth; together with all the diversity of precious stones that are to be seen in the orient and south parts of the world; let nothing of all these be hidden from thee." ‡

Erasmus, likewise, advocates nature study, in order to give life to the mind. No doubt these writers had not altogether our modern ends in view, but they certainly felt the unity of all knowledge and the reaction of all forms of study upon character and brain power; and their ideas were not merely in the air, for Trotzendorf (*circa* 1520) and Neander brought the study of nature and history into school life.

When we turn to England, we find Sir Thomas Elyot (*circa* 1523), the author of "*The Governour*," advocating the use in school life of practical work—such as painting and carving, of

* *See* "State Intervention in English Education," p. 2, note 2 (Cambridge University Press, 1902), by the present writer.

† *See* "Leechdom's Wortcunning and Starcraft of Early England." Collected and edited by the Rev. Oswald Cockayne. (3 vols. Rolls series, 1864.)

‡ "Educational Opinion from the Renaissance," by S. S. Lawrie, p. 51.

music and games. Roger Ascham (1515–1568), likewise recommends the educational use of physical exercises and recreation, and of music as a school subject. The idea of nature study was indeed in the air. Montaigne, in his protest against the abuse of the rod, exclaims, "How much more decent it would be to see their classes strewn with green leaves and fine flowers, than with the bloody stumps of birch and willow! Were it left to my ordering, I would paint the school with the pictures of Joy and Gladness, Flora and the Graces, that where the profit of the pupils is, there might their pleasure also be." Francis Bacon also largely contributed to the general educational ideas of the new age, and in particular by the influence of his thought over Comenius.

John Amos Komensky, known to history as Comenius (1592–1671), laid down the Baconian principle that "As far as possible men are to be taught to become wise, not by books, but by the Heavens, the Earth, oaks, and beeches; that is, they must learn to know and examine the things themselves, and not the observations and testimony of others about the things."* This is the position aimed at to-day, and particularly approached by the school journey. Comenius was not able, as indeed we are not fully able, to reach this position in practice, but he laid down a principle which is incontrovertible, and represents a high educational ideal.

In the "Great Didactic," however, Comenius to some extent descends to detail. He recommends that the education of youth should have as its penultimate stage, foreign travel. Richard Mulcaster, it should be noted (1533–1611), two generations earlier had violently attacked this practice of foreign travel as a stage in education, though on scarcely sound grounds. The "Great Didactic" lays down a principle partially adopted in recent years by the Board of Education. "The same branches of knowledge are to be studied in each of the four periods into which the twenty-four educable years are divided, the differences being, those which the varying stages of mental development in the pupil make inevitable.. The school seeks to make the pupil learned in things, as distinct from words, to give him real learning, the knowledge of Res, "Reals," Realien. . . . . The boys and girls must learn 'to measure skilfully in the accustomed manner, length, breadth, and distances, they must learn so much of economics, of politics, and of mechanical principles as will enable them to understand ordinary daily life at home and in their State, nor may they be ignorant of the course of the world's history as set forth in the most general way; to this must be added the chief things in Cosmography, as the rotundity of the Heavens, the globe of the Earth hanging in the midst, the movement of the Ocean, the various straits of Seas and Rivers, the chief divisions

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* *Didactica Magna*, ch. xviii. 28, and *see also* Adamson's invaluable *Pioneers of Modern Education*, Cambridge University Press, 1905, p. 52.

† Adamson, p. 61.

of the world, the chief Kingdoms of Europe; but above all, the Cities, Mountains and Rivers of their Fatherland, and whatsoever is memorable therein' (Ch. xxix. 6).* 'Whatever is taught should be taught as a thing which is actual (*res præsens*) and of a certain use. Let the pupil see that what he learns is not something from the land of Nowhere, or matters relating to the Platonic Ideas, but things which verily surround us, a true knowledge of which will confer real advantage in our life. So will his mind be keener in attack and more accurate in discernment' (Ch. xx. 16). This is the cry of Pestalozzi, 'It is *life* that educates.' It was the principle which was in the end to assure a place in the ordinary school-course for modern studies."†

Comenius would bring the pupil within touch of nature at every turn. Each school must have a garden where the children may "feast their eyes by the inspection of trees, flowers, and plants." The study of things is the beginning of learning: things as they seem in nature, not as they seem in books. "Comenius' philosophy is a sensationalist philosophy: the mind of the little child is figured by Aristotle's blank tablet, his brain by wax. All the writing subsequently found on that tablet, all the moulding of that wax, are to be explained as the outcome of sights, sounds, and all other varieties of sense-experience conveyed to the mind through the organs of sense, and connected with each other by powers which Comenius calls 'internal senses.'"‡

Such a philosophy is only partially true; it does not give us a complete educational theory of reality, or show us the general purposefulness of things, or even hint at the idealism which belongs to any effective educational system. But so far as it goes it is true; it represents a definite educational stage which we have not reached yet, but which is before us as an immediate goal. The incomplete realism of Comenius is a necessary stage, and it can only be reached by the organic relation (through the direct effort of a central authority) of nature study, school expeditions, and organised Vacation Schools to the school life of the country. At least one English educational writer of the age of Comenius—William Petty—was anxious to carry the "real" idea so far that "a child, before he learned to read or write," should be given such a practical acquaintance with Things and Actions that he could easily test the value of a book as soon as he could read it.‖

For this purpose Petty recommended education through the medium of gardens, menageries, museums, geographical collections, astronomical observatories, and picture galleries. All children should have a technical training, and, if bound an apprentice, should spend the latter four years of the period "in travelling to learn breeding, and the perfection of their Trades."

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* Adamson, pp. 63–64.
† *Ibid.*, pp. 66–9.
‡ *Ibid.*, p. 69.
‖ *Ibid.*, p. 131.

John Dury (1596–1680) carried Petty's position a step further, anticipated something of Froebelian methods—the apparently free co-operation of pupils in the orderly development of the curriculum—and foreran Herbart by insisting "that all studies, while following the principle of sequence, must unite in leading the pupil to achieve the true end of learning, and that due connection should be maintained between different branches of learning."* St. Jean-Baptiste de la Salle (1651–1719) introduced the practice of nature study into his famous Christian Schools. The Pietist Schools of A. H. Francke (1663–1727) spread the same idea in Germany.

Professor Rein and Herr Scholz have given us some interesting notes as to the development of the school journey in Germany. They mention a form of mediæval journey known as the Rod-journey (*Virgatum-gehen* or *Rutenzug*) used as a punishment for naughty children, but without any educational meaning. The same must be said of the school journeys on the Brocken of the scholars of Quedlinburg in 1634. But Montaigne and Comenius show us that *real* school journeys existed in the sixteenth and seventeenth centuries. Francke followed indeed in the footsteps of Comenius. Rousseau, we are told (but, as we have seen, not quite accurately), was the first to exercise educational influence over the school journey: "*Rousseau ist der geistige Vater desselben.*" † He drew in fact his ideas from Montaigne and developed them.

Basedow in 1774 was the first to work out a scheme of school journeys as part of an educational plan, and from his institution at Dessau the new educational method spread, in a way very profitable to education, through Germany. Salzmann, at Schnepfenthal, carefully worked out the pedagogic idea of school-journeys, and made them an actual part of his school curriculum. We are told that his journeys were as good as the best are to-day. One point insisted on was to bring before the pupils, in connection with the journey, the names of famous men worthy of imitation—a point insufficiently considered in modern journeys. He also insisted on the girls' school journey (not too seriously undertaken in Germany to-day) and it was specially planned to teach them their duties in life. Salzmann aimed at an educational system that should make the lives of men harmless, useful, and contented, ripe in judgment and refined in character, and should give the school-master a "healthy, understanding, good, and happy people" upon whom to exercise his art. These aspirations were breathed a hundred years ago, amid the din and turmoil of the Napoleonic wars. His ideas were taken up forty years later by Bender at his institution at Weinheim and improved. ‡ Bender's long school journeys served

* Adamson, p. 147.

† Aus dem Pädagogischen Universitäts-Seminar zu Jena, Heft 3, p. 79 (Langensalza, 1891).

‡ The early nineteenth century had a system of short-day journeys or very long ones lasting for months. Jean Paul Richter substituted for this system journeys lasting a few weeks by which children were taken from dark towns into beautiful scenery.

for the free development of the personality of each pupil, and the journey was a compulsory part of his course. Bender's programmes of 1845 and 1859 show us exactly the relationship between the school work and the journey at that date. The school journey, lasting two or three weeks afoot, supplemented the teaching and filled up gaps that could in no other way be bridged, but it was not yet organically related to the school curriculum. Bender's theory, however, underlies all later German theories on this subject. K. V. Stoy, for some time a teacher at Bender's Institute at Weinheim, carried Bender's ideas to Jena. In 1852 he took school journeys at Jena with his Seminar school. The idea was rapidly adopted by more than twenty seminars. The journeys proved a connecting link between the teaching of the school and the University,* and this fact created an enthusiasm for the system that carried it throughout Germany. All modern German school journeys are under the influence of Stoy and the Seminar founded by him at Jena. Ziller, of Leipzig, developed Bender's theory along lines closely related to Stoy's practical system, and Ziller's method was taken up by Dr. Rein who, about the year 1876, was the first to bring school journeys into close relation to the teaching plan, making them an essential part of his system of education, and making the capacity to lead a journey a necessary part of a teacher's training. The system was rapidly taken up by sixteen German states, and now school journeys are universal and in some places they are obligatory. Stoy's example is still influential in determining the character of the journey. At Stoy's school in Jena two journeys of four days each are made in the summer, all scholars and teachers taking part in three divisions. In the autumn, in the month of August, there is a journey that lasts fourteen to sixteen days. In this journey the scholars are divided into three classes, each in three parts. It should be noted that in the case of short journeys the total cost per head each day should not exceed one shilling and sixpence, while no public school journey should exceed three shillings per head each day.

The lesson of history seems to me to be that the school journey should be a national affair, definitely controlled by the Central Educational Authority. Its pedagogic value is its capacity to bring into living union the various departments of school work, and strict supervision is necessary in order that this linking up may be made as effective and as normal as possible. The journey must not only be an integral part of the school life but an integral part of the educational system, thus not only linking up departments of work, but schools with schools and grades with grades from the infant school to the university.

II. Two French Experiments.

It will be found helpful to consider in some detail continental experience in the details of school expeditions. It must,

* The journeys of the young university students in the Middle Ages had the same effect.

however, be remembered that though school expeditions of some sort or another are almost universal in the case of secondary or higher grade schools throughout Germany, yet these expeditions vary very considerably in quality and educational usefulness. The high educational example of Jena is by no means followed in all other districts, and instances have been brought to my knowledge in which the day journeys were positively demoralising by reason of the incapacity or misconduct of the teacher in charge of the party. It is absolutely essential to the usefulness of a school expedition that it should be under the control of a very highly trained and enthusiastic teacher.

The work done in France by the French Alpine Club—founded in 1874 for the regeneration of the nation, "*au lendemain de nos désastres*," is worthy of all praise. One of the fundamental objects of the club was "*l'organisation des caravanes scolaires.*" In 1875 the president of the club, M. Cézanne, député des Hautes-Alpes, summarised the object of these journeys in the following words:—"Arracher les jeunes gens à l'énervante oisiveté des villes, organiser pendant les vacances ces caravanes scolaires dès longtemps pratiquées en Suisse et en Allemagne dont Töpfter a si spirituellement illustré les joyeuses péripéties, et qui laissent dans la memoire de ceux qui y ont pris part, un souvenir ineffacable."

The Club created a Commission especially to organise school expeditions, walks, excursions and journeys for the pupils of *lycées* and *collèges*. The whole question was discussed at a Conference called on October 28th, 1905, by M. Julien Bregeault in the grand amphitheatre of the Sorbonne, and held under the presidency of M. Bienvenu-Martin, *Ministre de l'Instruction Publique, des Beaux-Arts et des Cultes.** At this Conference the work now being done by the Commission was described. The President is M. Richard, "*le Töpffer français.*" His work has, however, been in fact more elaborate and detailed than that of the German enthusiast. Töpffer only travels with his own pupils, and in the longer vacations. M. Richard travels all the year round with any pupils who may be available: "petites excursions et grand voyages, plaines et montagnes, partout il entraîne sa bande joyeuse, qui l'adore; actuellement il a fourni plus de *quatre cent* journées de direction effective, sans compter les courses qu'il suit en amateur."

He is helped in his work by two professors of the faculty of science, by a specialist in history, archæology, and geography, M. Leroy, who has worked at the movement from the first, and others. Two doctors accompany the expeditions; "*Ceci va rassurer les mères de famille.*" In France, as in England, the fears of parents are found greatly to hinder the progress of school journeys. This is in fact, however, a desirable check, for it secures the guidance of efficient and desirable leaders. No careful parent, either here or in France, would or should allow

* "*Revue Pédagogique.*" Nouvelle serie. Tome XLVII. No. 11. November, 1905. pp. 464–474. Paris.

a child to join a school expedition unless a known teacher or leader of an absolutely reliable type is in charge.

The French Alpine Club expeditions are open to all scholars from *lycées* and *collèges* from the age of nine or ten years up to the age of military service, provided that the scholar can produce a written authorisation from his parents and a record of good conduct. There is only one form of punishment: exclusion or expulsion from the expedition. In 1904 the Paris section of the Club organised four long expeditions and seventy-four excursions in the immediate vicinity of Paris. The total number of attendances was 2,399 by 514 scholars. In the first seven months of 1905 there were 59 expeditions, including three long journeys, with 1722 attendances. The work was not restricted to the Paris section. At Lille, Marseilles, Lyons, important work was done while "les sections de Canigon, de la Drôme, d'Embrau, de Beaune, de Lons-le-Saunier, de Tarbes, de Pau, de Nice, ont également, mais à des intervalles plus espacés, procuré aux élèves de lycées et collèges de très interessantes courses au grand air et dans la montagne." But the work has not yet in any sense reached the bulk of the secondary schools, and even in Paris not one-twentieth of the secondary scholars have been brought into the movement.

The cause of the comparatively slow extension of the movement, after the continuous efforts of thirty years, is probably the fact that these journeys are not a living part of the school life. They are organised from without and not from within. Every effort, indeed, is made to obtain full touch with the schools, and the movement has the full approval of the educational authorities. Every Thursday and Sunday during the school year excursions are made in the environs of Paris, at a cost to each pupil not exceeding two francs. This does not include food, which is frequently brought by the pupils and eaten in the open air. During the short holidays the Commission organises short expeditions, occupying two or three days, to some picturesque district or historic town or site. Twice a year—at Easter and at the beginning of the long vacation—journeys lasting ten days are made in France or abroad as far as Algiers, but mountainous regions—the Alps, the Pyrenees, the Vosges, the Jura, the region of Mont Blanc—are the favourite districts with those who join these long expeditions; which cost per head, at the most, all told, a little over six pounds. M. Bregeault complains of the indifference of French families to the undoubted advantages of these expeditions. He attributes it largely to the fears of the mothers—their unfounded fears, for no accident or sickness has ever marred an expedition—and public ignorance of the work done by the French Alpine Club. But neither reason is the real explanation. The work of the Club is external, and for success to be secured, for these journeys to become an integral part of child life, the work must be internal, must be organised within the school itself as part of the daily life of the school, as part of the normal education. M. Bregeault pleads for the scholar's journey with great eloquence on the grounds of personal

and national health, and no doubt on those grounds it ought to be supported. But unless the journey becomes a recognised part of national education, extending to the primary schools, it will not attract the parents as it ought. At present in France the school-journey is an "extra," a desirable "extra" no doubt, but still something not recognised as an essential instrument of education. Until it is so recognised it cannot become universal.

Yet the need of such an instrument of education in France becomes manifest enough when we turn from the pupils of the *lycées* and *collèges* to the children of the slum schools. Sir Edmund Verney, in an admirable paper,* has given us facts that are startling enough. In 1887, twelve years after the French Alpine Club started its patriotic movement, Dr. Graux, a leading doctor at Contrexéville, being struck with "the condition of the children in the Paris slums, the high rate of mortality, the deterioration, physical and moral, of the survivors, the anæmic condition of the children at the end of the school year," projected, in conjunction with M. Duval, a country holiday home for poor Parisian children. M. Duval "was a member of the municipal council of one of the poorest and most crowded quarters of Paris, known as the XIth Arrondissement," a district with a working population of 220,000. The idea of these two social workers was to bring before the *gamin* "a simpler and happier mode of life," and suggested that this end would be attained if some Paris municipality were to acquire land and buildings in a rural district to form a country resort for the poorest class of children in its elementary schools. Dr. Graux and M. Duval, in pursuance of their plan, bought a disused château of the seventeenth century at Mandres, and M. Duval handed it over to the Caisse d'Ecole of the XIth Arrondissement, furnished and ready for occupation. The original building supplied large dormitories and store rooms as well as a committee room, while new buildings added to the château a refectory with kitchens, and above them day rooms and a small library.

> "The refectory opens into a wide glazed verandah, giving shelter to the children in wet weather, and, except while actually eating or sleeping, the children live out of doors. The one instruction given to the teachers in charge is to keep the children happy and amused in the open air. The only task insisted upon is a weekly letter to the parents, which is utilised to make them give a connected account of what they are seeing and doing."

It was to this life that two hundred "pale, weary, eager little boys" came in the summer of 1889. So the scheme started. The full proposal was to take in all, during the year, a thousand children from the age of ten to fourteen years, securing to each child three weeks holiday. Since only two hundred could be taken at a time the long summer holiday is not sufficient for the purpose. It was consequently necessary to work in intimate touch with the school authorities, thus securing a system that really operates from *within* the school and makes the school holiday an organic part of the school life. The first question to be decided, in view of

* "Children's Country Holiday in France," by Sir Edmund Verney, Bart. (*Good Words*, January, 1903).

the fact that some children must go to the holiday school in term time, is as to the class of children who are to lose their school work. The right principle was at once adopted. In the month of May, the children who are to take the holiday in school time are chosen from among those "who, from weak health or dull brains, are making the least progress in their studies." Thus a month of school work is given up to secure physical health, and the children on their return to Paris have their full school holiday. "Alternate batches of two hundred boys and two hundred girls are despatched throughout the summer, not a day being lost, the children returning from Mandres crossing the train by the way bringing a fresh party down from Paris." The last party of the year are composed of the pick of the schools in character and ability, some of whom are leaving school. All other children are back in Paris in time for the re-opening of the schools on October 1st. The effort, in fact, is made to reverse the normal and cruel order of nature, to give to those that have not, and to make up for the physical and moral loss that the poorest children inevitably suffer in the urban struggle for life.

It is worthy of notice that with this class of child no difficulty is made by the parents. In the middle class the parents are often too ready to sacrifice the gain to be derived from the school holiday to the fear of illness, or injury while away from home. No doubt the very poor parents are not sorry to be spared the cost of maintaining the children during the three weeks, but their readiness to allow the children to go cannot be assigned to this cause. They are delighted at the pleasure and benefit that the children are certain to derive from the holiday, and they have an official guarantee of safe custody. The difficulty of the parents is in England and France alike restricted to the less poor. Sir Edmund Verney gives a useful account of the method adopted in sending off a party to Mandres. Each child chosen has a number, and "he goes off to the Mairie of the Arrondissement in Paris, where 400 strong little wooden valises, each numbered and with its own key, are stored. . . . A dark cloth cap is presented to each boy, and forms a distinguishing mark." The boxes are returned to the Mairie next day packed and are then strongly fastened together in tens and sent to meet the children at the *Gare de l'Est*. The children are booked at the military (quarter) fares and go by a slow train, which, starting at 9.0 in the morning, reaches Contrexéville at 5.30 p.m. "Here the tradesmen who are purveyors of the school colony undertake to supply carts whenever required for the use of the children." Ten long light Lorraine carts take them in parties of twenty to the holiday houses. "Each child is weighed and measured on arrival and on departure; the average gain for boys is two kilogrammes (4½ pounds), and for girls one to one and a half (about 3 pounds). Some boys have gained as much as eight pounds in the three weeks. When the girls are given some form of the gymnastic exercises now confined to the boys, their increase in weight and width of chest may perhaps be as striking as is already the case with the boys. The greatest change in their appearance is wrought during

the first eight days of their holiday; the skin becomes much clearer, and the whole aspect of the children is brighter. Life, which has been an anxious fight to many a little street arab, has suddenly become a tranquil state, sheltered from worry, in which cruelty and hunger are unknown. The mere quiet and silence of the country have a soothing influence, greatly aided by the unwontedly generous diet and kindly surroundings. After the first week the children begin to put on flesh and to relish the change of food, although some, accustomed to the stimulant of black coffee, with perhaps a dash of rum in it, despise at first the hot morning milk, which they say is only fit for feeding pigs; but when once they have taken to it they enjoy it and thrive upon it. The diet is abundant and excellent; after the hot milk-soup in the morning there is a substantial mid-day meal of stewed meat and vegetables, when each child has before him his tiny bottle of red wine; a bowl of milk at 4 p.m. and a supper of soup, roast meat, vegetables and fruit, with plenty of fine white bread at every meal." There is ample provision for bathing.

"In the short space of three weeks it is found that the change in the child's manners is almost as marked as in his bodily health. Cleanly habits of thought and action, perhaps hitherto unknown, the discipline of good manners at meals, and the unselfishness induced by the common life of a well-ordered community, tell upon the character quickly at such an impressionable age. Something practical is effected in combating what in some cases are inherited tendencies to evil. The scowl of the hunted animal is giving way to the natural gaiety of childhood, and this applies to the girls quite as much as to the boys. The girls do not get so much exercise as the boys but they are trained in household matters, cleanliness, order, and good management."

The holiday has its educational side. The long walks in the lovely woods are themselves lessons in nature study, and the children are specially taught to observe the various objects of the forest, the stems and roots, leaves and flowers, birds and beetles. "The village may be described as one vast farm yard." The children are brought into actual contact with Nature herself and with man working on the soil. The produce and the beauty of the world take a new reality from such an experience. Much depends, of course, on the self-sacrifice of the leaders and this is abounding. Each one only receives for three weeks thirty francs in addition to his or her keep, and for this has to be ceaselessly on duty, for the children are never left unattended day or night. "All are lay teachers; no religious instruction is given, but the children whose parents desire it are taken to the parish church, which is just outside the School Colony gate." Sir Edmund Verney usefully compares the Country Holiday Movement in Paris and London. The expense in France is greater; one thousand children for three weeks each cost 60,000 francs or £2,400, namely 60 francs (£2 8s. 0d.) for each child. "In England 10s. is paid for the keep of each child in a cottage

home for a fortnight, which scarcely pays the cottager unless two or three are taken together; the parents contribute to the railway fares, and nothing is paid for supervision from the moment when the child has started from the railway station in London. The French children are better and more scientifically fed, and enjoy a holiday of three weeks instead of two, and above all they are assured of getting it." In London the loss of voluntary subscriptions or an epidemic may deprive the most needy children of their holiday. "The French realise more readily than we do what an admirable national investment is the spending of money for the health and the education of the children, who are the only true wealth of a State." On the other hand our system "has charms and advantages of its own. London children, who are affectionately welcomed by the country secretary, generally a lady, and put into suitable homes, are introduced into quite a new world; make fresh, often lasting, friendships, and experience for themselves both the advantages and the drawbacks of country life. They take their share in the village interests, challenge the country boys to cricket, and generally beat them, and if a few apples are stolen and some rabbits and squirrels have a bad time of it, the independent life that our boys lead affords a valuable training of character. They are trusted, and are usually worthy of trust. They swarm into the hay fields and ride in the waggons and are treated everywhere with good-natured tolerance, and are allowed to try their hands at all sorts of occupations. . . . Boys and girls leave laden with gifts of flowers, fruit, and vegetables, which, with the characteristic generosity of the poor, the cottage-mothers often send back to the unknown mothers in London. Many a boy after he has gone to work in succeeding years has returned to the same kind hearth when a rare holiday has given him a day out of town; in some cases the parents of a delicate child have boarded him out for several months, or even years, in the village where his country holiday was spent, and under these conditions children of younger age can be sent to an experienced cottage-mother than are dealt with in France. Such spontaneous and valuable friendships are impossible under the French system. The boys are always treated as children; no surreptitious knife or ball drops out of a trouser-pocket; work and play are alike regulated; the School Colony is entirely self-contained, and enters into no relations with the village community. Much of the contrast has deep root in the different habits of the two nations; but an English observer has something to learn from the generous endowment and scientific organisation of the children's country holiday in France."

III.—Vacation Schools.

It will be convenient here to turn for a short space from Continental experiments in order to contrast the English tentative methods of dealing with very poor urban children in vacation time, with the interesting Parisian experiment just described.

The French and the English and American workers have all something of the same end in view. To save the children from the streets, to prevent the holiday time destroying the moral and mental benefit of the school time, to do something that will help *physique*, is in the mind of all workers. The French, however, lay chief weight on physical improvement in the children, the Americans on pure recreation and amusement, the English on recreative but utilitarian occupation. Perhaps it would be fairer to compare, as is done by Sir Edmund Verney, the French holiday school with the English boarding-out system, since it may be said that as the French school is a boarding school and the English is a day school, the work done is not comparable. But, inasmuch as the aim of the two methods is much the same, it will be useful here to deal with the Vacation School organised by Mrs. Humphry Ward, and held at the Tavistock Place Settlement.* Some combination of the ideas exemplified in the two systems may then become apparent.

The school ground and buildings are adjacent to the Duke of Bedford's "large, beautifully designed, neatly kept, and well-wooded garden," and this fact gives a touch of nature to the happy school day. There are also available for investigation the sites, overgrown with vegetation, of some demolished houses, and this has proved very useful for nature study. The report on the Vacation School† held in 1903 gives us in valuable elaboration the scheme followed. The following passage sets forth the aim of those who organised this school.

"The school aimed at giving the children something to do, in place of roaming listlessly about in street or alley, with nothing to tempt them to action save the ever-present opportunity for mischief. Children such as we had cannot amuse themselves. They have little imagination or initiative, and, as a rule, unless acting under guidance, fail to give their desire for amusement and occupation suitable shape. They roam about, suffering from a peculiar childish *ennui*, and actually long for the return of the normal school days and the cessation of the wearisome holidays. The purpose of the school was to change all this. It sought to satisfy the hunger for occupation by setting the children something to find out, or something to do. It sought to care for the physical well-being of the scholars by carefully organised exercises. It sought to raise the children's ideals of morals and conduct by direct and indirect instruction. It sought to show the children that coming to know and learning to do, are, in themselves, some of the truest of pleasures. It sought to afford pleasure chiefly to those children who were doomed, from one cause or another, to remain in London throughout the vacation, and so go sea-less, fresh-air-less, and joyless." The children were drawn from a dozen local Elementary Schools—

* The Holiday School at Osea Island described below may be compared with the French School at Mandres. The Dutch Health Colonies dealt with below should also be considered.

† Vacation School Report to the London School Board by the Director of the Vacation School held at The Passmore Edwards' Settlement.

some Voluntary, some Board Schools. 1,500 forms of application for admission were printed, parts of these were filled up by teachers at the various schools and the rest by applicants at the Settlement itself. Subsequently, 329 personal applications were made. Of the 1,500 printed forms 1,352 were sent in, and consequently there were 1,681 applications for the 750 available school places. The organisers issued 750 invitations to attend. Of these children, 184 did not come, and 88 only attended once or twice, and therefore 272 additional scholars were invited. Some few of the guests were excluded by contagious illness, and other children did not want to stay more than 14 or 21 days, so that a few additional invitations were issued from time to time. In all 1,149 invitations were issued, and 965 children attended school once or more. The number of children on the attendance roll was intended to be kept at 750, and in fact it worked out at 751. It had been calculated that this would give an average attendance of 600, and in fact the average attendance worked out at 601·9. *Thus, on the average, 80 per cent of the children attended without any system of machinery for securing regular attendance.* Even on the wettest days— and 40 per cent. of the days were wet—the attendance was never bad. The school-going habit has indeed become a second nature to the town child. The session of the Vacation School opened on the first Monday following the closing of the elementary schools, and closed on the Friday before they re-opened. No time for acquiring a loafing habit was given, and the children at once were taught to enjoy their holiday. The children assembled each day at 9.45 and 4.45 in the court on the east side of the settlement. At 10.0 a.m. and 5.0 p.m. religious exercises (consisting of a hymn, the Lord's Prayer, the Beatitudes and an address, lasting in all fifteen minutes) were conducted in the court during fine weather and in the gymnasium at other times, on Monday, Wednesday and Friday by a minister of the Church of England, and on Tuesday and Thursday by a minister belonging to one of the Free Churches. The postcard of invitation had informed the parents that they could withdraw their children from the religious exercise if they so wished, but only one child was actually withdrawn. The parents of three other children desired to withdraw their children, but in fact their children did not attend the school at all. It will be remembered that in the case of the school at Mandres the French children were only given religious instruction if the parents wished it. In the case of the London School the parents were assumed to wish the instruction to be given, unless they expressed a contrary desire. The fundamental difference of outlook can scarcely be discussed here, but its importance cannot be over-rated. It is to be noticed that in the Settlement school discipline was easily maintained and the general tone of the children was good. No children were expelled for unruly behaviour. "They were orderly in coming, orderly in assembling, orderly in class, and orderly in going home. They were cheerfully obedient, happy and free, hardly ever venturing to presume on the kindness shown them

and invariably keeping within the bounds of reason." There was no system of punishment except the greatly feared threat "not to come again." In the case of the Mandres school the children appear to have been under a much closer system of oversight: but one is tempted to think that the children in the Settlement school were of a somewhat higher type than the children at Mandres.

The curriculum of the school was made up of the following kinds of instruction:—

(1) Manual training (Woodwork for older boys).
(2) Housewifery and cookery (older girls and occasionally boys).
(3) Singing, Musical Drill, Physical Exercises, Gymnastics (Boxing for older boys).
(4) Story-telling.
(5) Clay modelling.
(6) Dancing.
(7) Nature Study.
(8) Brush work and Drawing.
(9) Reading Room (Story Books).
(10) Dramatics (in preparation for a performance at the end of the term).
(11) Needle-work (dolldressing), Basketwork, and Cane-weaving.
(12) Lantern story-telling.
(13) Ambulance work and Nursing (including the washing and dressing a baby).
(14) Swimming (boys and girls).
(15) Sand digging.

The children were divided into ten classes from A (the eldest children) to K or L, separate kindergarten classes. These little people were about five years of age and had a special time-table under a responsible mistress. "The work taken included stories, building games, paper-folding, cutting and pasting, nature study, chalking, singing, colouring, clay-modelling, soap-bubble blowing, skipping, ship-sailing, and other recreative occupations —the delights of infant years."

Except in the case of Woodwork, Housewifery, Needlework, and Cane-weaving, the lessons lasted only 35 minutes, given alternately in the garden and the building. The garden was provided with seven gravelled sites for the outdoor lessons and there was a supply of trestle tables, chairs and other outdoor furniture. Parts of the sites of the demolished houses were turned into sandhills, while the vegetation on other parts of these sites was utilised for Nature Study. Every 35 minutes the class was marched to the central place of assembly and then marched away to other work. Half the children attended in the morning session and half in the afternoon. The ten classes in each session had a roll of 37 or 38 pupils, of whom 30 or 31 were on the average present. "As soon as this number was exceeded (30 or 31) evidence began to appear of difficulty of working, and for Vacation School purposes our experience shows that 30 in attendance must be considered as the limit. For each of these classes

we provided one whole-time teacher or her equivalent—except that for the kindergarten three whole-time teachers (or their equivalent) were allowed for the roll of 75; for the Woodwork class the boys only (18 or 19 on the roll) of a normal class were deemed enough for one teacher and the girls (a like number) were deemed enough for the Cookery and Housewifery." In addition to the instructresses in Singing, Dancing and Musical Drill two accompanists were provided and in the Gymnastic class there was an instructor for the boys and an instructress for the girls. Over and above these, there was a mistress who helped generally where needed. This made a staff equivalent to sixteen whole-time teachers drawn mostly from from secondary or kindergarten training centres and schools together with some graduates. The school was organised on the mixed principle—enabling brothers and sisters to work together—"and accustomed both boys and girls to live naturally in each other's presence without excess of bashfulness on the one hand, or frivolity on the other." Work of exceptionally good quality was done, especially in Woodwork, Nature Study and Gymnastics. "The children found useful occupation pleasurable, and a number came to recognise, perhaps for the first time, the blessedness of having something to do worth doing." There can be no doubt that the Vacation School was a definite success in 1903 at this settlement and subsequent experiments have more than confirmed this success. Parents and children alike welcome the school. At the dramatic entertainment which concluded the sittings of 1904 there were present 1,050 children who had attended the school. The work of this school grows in importance each year, and the experience now gained will be of the first importance to those who start such schools in other great centres.

The secret of success was evidently associated with the number and great skill of the teachers. It is a sound educational principle that the younger and poorer the children are, the more highly trained and sympathetic the teachers must be. The school, too, supplied a definite demand. The streets of a great town are not the place for a holiday and can undo in a few weeks the work of as many years. But the Vacation School does not answer all the purposes of the French Vacation School. It does not remove the children even for a brief period from the urban environment, and therefore can do little for the physical constitution of the child. To combine the Vacation School with the Boarding-out system, or Holiday Home system, seems nearer an ideal scheme. If children could be boarded in cottage homes during the period when the country schools are in vacation and the schoolhouses could be used for Vacation Schools run on exactly the lines adopted at the Passmore Edwards Settlement, the advantages, without the obvious disadvantages of the French scheme, would be secured. Of course such an end could only be attained by the most intimate correlation of administration between rural and urban local education authorities. Cottage homes would have to be placed on a register by the rural education authorities, and a list of

such homes supplied to the urban authorities. The difficulties of machinery would be very great, and not the least of these would be the supply of teachers in rural districts during the vacation. This difficulty might in fact be found insuperable. The present system of town Vacation Schools might, however, suffice if an alternate solution of the difficulty as to the necessity of a change of environment were adopted—the drafting into cottage homes during the ordinary sessions of the rural schools of the children most in need of change in environment. These children would attend the rural schools in the ordinary course, and would in the summer attend the urban Vacation Schools. Such a scheme would have the advantage of taking back to the land the very type of child that most needs some inducement to leave the towns; but it would necessitate a higher standard of teachers and teaching than is now available in most rural districts. The experience of England and France alike proves the necessity of adopting some educational change that will give the poorest of town children the physical and moral benefits of rural life during some period of the year. The expense attending the transfer to cottage homes is of course the primary difficulty to be overcome. The children who attend the London Vacation Schools are those whose parents cannot subscribe to a holiday fund. It is probable that the case could only be met by a grant in aid. If such a grant could be secured it would be paid to the local education authority who supplied the school places and guaranteed the cottage homes. On paper such a scheme does not appear to be unworkable, and its advantages are manifest; but it would have to be worked out in very elaborate detail and on a small scale before it could be adopted. An experiment could easily enough, however, be made. It would not be difficult for the Education Committee of the London County Council to arrange such an experiment with, say, the Surrey or Hampshire County Council. If this proved successful a great step in advance would have been taken.

The evil at which this suggestion aims—the social disease of *accidie*—has been directly attacked in Manchester by an energetic voluntary committee working in conjunction with the Education Committee of that city, by the formation of a "Country School" (originally suggested in 1903 by the Rev. S. Nugent Barry) at Knoll's Green, Knutsford. During the year 1905-6* something like 1,200 children and teachers were sent to the school. This large number was accommodated by the addition of a camp to the school buildings. This school can only take eighty scholars at a time. The building is of corrugated iron, lined with stained and varnished wood. It is cheerful, bright, and clean, and includes a schoolroom, a dining room, two large airy dormitories, cloak room, matron and teachers' rooms, kitchens, etc. The scheme provided that the children should, in each case, stay two weeks, and should pay for the period the

* Fourth Annual Report of the City of Manchester Education Committee. *See also* first Report of the Committee of the Knoll's Green School, and articles in the *Manchester Guardian* of July 11th, 1904, and April 30th, 1906.

sum of 7s., including the railway fare to Mobberley. The day began at half-past six, school from nine to twelve and two to four (most of the work out-door work), with a splendid dinner in between the school periods. Tea and supper followed, and bed at 8.30, with a master to read the boys to sleep. The progress made by the boys and girls (each sex alternately occupy the buildings) is remarkable in the extreme—mentally, as well as physically. The cost of starting the school was £3,000, and it is now proposed by means of a grant of £400 from the administrative sub-committee on education to increase the permanent accommodation to 120 scholars. The voluntary committee of the school are of opinion that if this is done, the school will become self-supporting. It is probable that the Country School will become a part of the municipal educational system, for "the Country School Sub-Committee has since been asked to approach the David Lewis trustees with a proposal that the existing lease of the Country School shall be cancelled, and that in lieu thereof a fresh lease for ten years be granted to the Manchester Education Committee, with the provision that at the end of such ten years the Committee shall have the option of purchasing the land (up to ten acres) at £50 per acre."

The efforts of Manchester have not been limited to this useful Country School. During the summer of 1905 twelve school playgrounds were opened to children who had only streets to play in, and were extensively used. The question of the provision of playing fields in various parts of the city for the use of the older children in the elementary schools has become important in view of the clause in the Code of Regulations issued in July, 1906, as to organised games. It is there stated that "In schools for older children a period occupied during the school hours in properly organised games under competent supervision and instruction" may be counted as school attendance. The Board of Education, in answer to an inquiry from the Playing Fields Sub-committee (July 2nd, 1906) stated that the games in question might be played outside the various school premises. The Sub-Committee therefore made a number of recommendations to the Education Committee for the purpose of securing fields (in local parks or elsewhere) where football, cricket, hockey and rounders for boys (and similar games for girls) could be organised. It was proposed that one afternoon a week should be devoted to these games under the superintendence of the teachers in the respective schools.

Experimental country school work of importance has been done during the last two years by the Fielden and the Primary Demonstration Schools associated with (though not under the control of) the Manchester University Department of Education. The Primary School and Kindergarten was established in 1902 to demonstrate methods of school training and teaching to students in the Department. The general plan of school pursuits based on Froebelian and Herbartian methods, is under the direction of Dr. J. J. Findlay, the Fielden Professor of Education. The children leave at twelve years of age to take up higher work. The Fielden Demonstration School (also under the direction of

Professor Findlay) is a school of a higher elementary type for boys between eleven and fifteen years. A "school-camp" being among the experiments contemplated by the organisers of these schools, a first attempt was made in 1906, when a party of 12 children (3 boys and 9 girls from the two schools) between the ages of eight and fourteen years were taken by one mistress and two students to the camp of the Ancoats Lads' Club, near Marple. Miss M. G. Findlay, Headmistress of the Primary School and Kindergarten, states that:—

"The tents were used for sleeping merely; meals were served out of doors when possible, and in the kitchen in wet weather. We catered for ourselves and cooked all our own food, beside doing all the laying of tables, washing-up, sweeping, and bed-making. These duties were done much more cheerfully and promptly than were the school-lessons in our second experiment, and formed a most useful discipline which none, after the first day, resented. In spite of heavy rain at night and wet grass, no one caught cold, and all returned to Manchester looking sunburnt and well. A marked effect was visible in some cases during the remaining week or two of the term—nerves were steadied, self-control greater, and a new readiness to help in practical ways was manifest. That the whole work of the following year was enriched by these experiences was clearly shown by the eager way in which they were pressed into service to illustrate lessons of every kind. The sum charged to each child (10s.) covered all expenses including the few pence of the railway fare for teachers and children, and left us with a balance of 23s. in hand."

An experiment on a larger scale was made from July 8th to July 20th, 1907. The Fielden School sent 30 boys (aged from 10 to 16 years) with three masters, and the Primary School 29 children (aged from 6 to 11 years) with six mistresses. Some Training College and Diploma Students were also present. The party was lodged at the Holiday Home, Great Hucklow, an institution belonging to the Unitarian Sunday School Association. The charge for board and lodging was 7s. 6d. for each child and 11s. for each adult. The experiment in consequence of the increased railway fare resulted in a small financial loss. On this occasion the children were "at school"—bed-making and boot-blacking being their only household work. Miss Owen states that ordinary school work was resented by the children.

"Work that greatly interested the class in school was more or less openly resented, especially at first. The children wanted to run and shout, or to pick flowers and decorate their persons, rather than to attend to nature study and geography. The nature of the ground immediately about the Home lent itself to an unusual degree to the carrying out of fairy and of adventure plays, and of these the children never tired. Boys of 14 dug for gold till the perspiration poured off them in the burning sun; little ones were goblins in the woods, or met fearsome beasts which they slew in princely fashion; but all that savoured of the schoolroom seemed out of place. Yet when we returned to ordinary work the things we saw, and the new ideas we gained at Camp, served us at every turn, and Geography and Nature-study have not failed to receive a stimulus despite apparent neglect. A little steady work was done every day, however, chiefly in the form of nature-records, diaries and home-letters. Basket-making was immensely popular towards the end and almost all the older children were able to take home their flowers in a basket of their own making. Some of the most valuable results of the experience are difficult to register. From the teacher's point of view the advantage of thus coming into close relationship with their children, in and out of school hours, can scarcely be overestimated. The social life means much to the children too, especially to those who have no big brothers or sisters to look up to at home, or no little ones to protect and care for."

An elaborate curriculum (including careful study of the fauna, flora, geology, and history of the district) has been prepared. Next year it will perhaps be possible from the experience gained to do more actual work. It is impossible not to feel that a certain amount of disorganisation must arise if school discipline is broken up during the term. Discipline is in itself a most important factor in education. Professor Findlay, in his interesting article on the experiment,* lays emphasis on the fact that the time given to the work "is a part of school time, not of holiday time; attendance is counted just as at home. In fact, it is the day school turned for a fortnight into a boarding school, with all the advantages of intenser corporate life, self-help, independence, which are the peculiar product of good English boarding schools." Professor Findlay points out that the weeks preceding the "Camp" fortnight should be "utilised to prepare for the new life." Even on this second experiment preparation had its effect on the elder boys, and "some serious work" was done. The experience gained of country life was, moreover, all-important. "This widening experience, guided by teachers who know what appeals to the child, pays for itself a hundred times over, not only in nature-study and art, but also in geography, history, literature, song, and humanistic studies of every kind." It purifies taste as well as lungs. A parent of one of the children put the point very clearly: "The value of this country school is that my lad is learning how to enjoy the country. After he has been out here a few times he will not want to go to Blackpool and listen to nigger troupes." Professor Findlay lays stress on one very important point. The school "has been the creation of a class bond between school and home. We had to secure the goodwill of parents before they would entrust their children to us. It is a great adventure for a little boy or girl aged eight or nine to leave home, to sleep in a dormitory, with father and mother miles away!" As has been shown above, this is a real difficulty with parents who are not of the poorest class. Miss Grace Owen (an assistant lecturer and demonstrator in the University Department of Education) gives me the further information that walks and short excursions form a regular part of the school life in these two schools throughout the year. The younger children make frequent visits to two farms which are within a tram-ride of the schools, and the older children are taken out to make plans of the streets, to visit buildings of historic interest, and to see parts of the Technical School, such as the Weaving Department, etc. The Manchester Demonstration Schools will have done good work if they can make parents of all classes see the wisdom of country schools and camps, which give vent to the constructive and imaginative side of child-nature. Professor Findlay looks forward to the day when the large day schools in crowded cities will each have a permanent "camp" deep in the country. It is a goal that may well be reached.

The importance of this development of educational work in Manchester can hardly be over-rated. The necessity of some such device for dealing with physical deterioration is obvious,

* *Manchester Guardian* (August 19th, 1907).

and the success of a system of organised school games can hardly be doubted. The Manchester Committee have also made an experiment in connection with nature-study of an important kind. Certain public elementary schools were supplied in 1906 from the gardens at Swinton House with plants, such as lobelia, stocks, and asters, for the children to grow in their own homes. One penny was charged for each plant, and 2,497 were distributed. The children were invited to bring these plants back in September, and for each satisfactory plant a card of merit was then awarded. These plants were issued to sixteen school departments, and it was found that 583, or about 25 per cent. were successfully reared. The schools varied in their success. In one school no less than 99 plants out of 200 came to maturity.

An experiment of the Manchester School type was made in Epping Forest in 1907 by the Leipsic Road (Camberwell) Council School (boys' department). A party of 31 boys from the upper standards under the charge of the head master and one of his assistants occupied each day, for the school week beginning October 16th, the Shaftesbury Retreat (belonging to the Committee of the Fresh Air Fund), at Loughton on the edge of the Forest. Sleeping accommodation was available, as bunks were built round the walls of a large room and simple bedding provided. The sanitary and washing arrangements were quite satisfactory, and the food of excellent quality. Mr. W. J. G. Winn, H.M. Inspector of Schools, reports that "the cost of maintenance was chiefly borne by the Fresh Air Fund, but contributions were obtained from the parents of the boys wherever possible. Equipment for the boys, such as water-bottles and clothes-bags, was lent by various organisations. They went into the Forest about 9.30 a.m., and returned about 4.30 p.m. I went with one section during the morning and listened to the instruction. The boys were called on to notice different kinds of trees and flowers, the courses of streams and various considerations arising therefrom, the position of the sun, the temperature at different times of the day, differences of soil and many other miscellaneous points. They carried notebooks in which their observations were recorded. Most of them were keenly interested. I am of opinion that the undertaking was successful, and that the experience of these boys will prove a valuable basis for future teaching. Much credit is due to the headmaster, Mr. H. Kendall, for the trouble expended on the arrangements."

Another important attempt to solve the vacation problem was made at Leeds in August, 1906. A proposed Vacation School had been elaborately discussed, but it is a significant fact that when the original proposals came to be carried into practice many important modifications were found necessary. These proposals were briefly as follows:—"That the school should meet for three weeks in the August holiday, from 10 o'clock to 12 in the morning, and from 2 o'clock to 4, or 4.30 to 6.30 in the afternoon, and that the two hundred children should attend in two batches of one hundred

each morning and afternoon." The boys were to be from six to twelve years of age. The school was to be managed by six trained teachers at 20s. a week each. Each child was to pay 1d. or 2d. a week, and £50 was expected to cover all expenses. The proposed curriculum was as follows:—Nature lessons, drawing and painting, cookery, housewifery, clay modelling, sand-digging, doll-dressing, story-telling, sewing-cords, ball-making, bead-threading, kindergarten brick-building, songs, games, and dancing. The children were also to be taken by tram-car to the parks for open-air games.

The wisdom of the Leeds Education Committee and private benevolence caused this scheme to be modified. The committee placed at the disposal of the scheme a much better school than was anticipated—the Victoria Council School—an admirably fitted building on high ground, in good surroundings, near the public recreation ground. The children chosen were those "whose homes had least to offer them in the holidays," and careful visiting of the homes preceded the selection of children. The age of the children was from seven years without any fixed higher limit, which, in fact, reached thirteen years. A very attractive letter of invitation was sent to children from fifteen schools—namely, to 57 boys and 63 girls from Council Schools, 30 boys and 37 girls from National Schools, and 15 boys and 5 girls from Roman Catholic Schools—in all 102 boys and 105 girls. In order to secure the children who most needed the holiday, lists were examined by the school committee in conjunction with the attendance officers, and the final list from each school was settled by the head teachers. Two principles in the details of selection were followed. The younger children were taken from among children who lived near the Victoria School, and brothers and sisters were kept together where it was possible. Experience shows that too large a range of schools was chosen for selection. Much disappointment and work was involved in selecting 207 children from 15 schools. The proposed payment by the children was abandoned except one penny a week for tram fares. The generosity of Dr. W. Hall in providing a free meal for the children daily involved an important modification in the scheme. It was, in view of the meal impossible for the children to attend in two batches. "It was decided to have a mid-day meal for the children, and to open the school to the whole 200 together from 11 to 3 o'clock." This, of course, was a convenience to the staff, but it also necessitated an increase. Eight teachers at £2 a week were necessary for the work—(five mistresses, including a Cookery and Laundress instructress, and three masters, of whom two were Woodwork instructors)—in addition to Miss Haselden Brettell and Miss Rhoda Haselden Brettell, who, with special London experience in settlement work, superintended the whole scheme. Mr. Cooper, the Headmaster of the Victoria School, gave special help in the way of supplying time tables and advice as to division into classes, and drawing up lists of necessary apparatus. Experience shows that in these holiday schools, success depends on intimate exactitude in matters of detail. The Education

Committee allowed gas, coal, and school stores to be used, and these stores were generously supplemented by a local firm. Gifts of 50 dolls to dress, with packets of stuffs and kindergarten material were also given. Local interest, in fact, contributed largely to the success of the school.

It is very important to notice the actual working of the school, as it is only by experiment that these schools can be made really efficient. The school, when it opened at 11 o'clock on Monday, July 29th, was brightly decorated with flowers. The boys were on one side of the hall and the girls on the other. After an opening hymn and prayer and an explanation of the objects of the school, the children were marched to the class-rooms, in sets of 25 according to age and sex, with one teacher for each set. It was found that the attendance in the older sets was not quite equal to that in the younger sets.

"But this was an advantage in some respects, as the Cookery, Laundry, and Woodwork teachers, who only had children over ten years old, were not able to deal satisfactorily with quite so many as twenty-five in a set. In appointing teachers the Committee had allowed one paid teacher to each set of twenty-five . . . . Two teachers, or a teacher and a voluntary helper, to each set of twenty-five are really required to do the work satisfactorily. The Committee was fortunate in its staff of teachers, many of whom were enthusiasts in their own subjects, but if additional teachers could have been appointed it would have been better, and they should have included specialists in drawing and nature study for the older children."

This practical note is very important. It will be noticed that experience here does not coincide with experience in the case of Mrs. Humphry Ward's Vacation School. There it was found that one whole-time teacher could take 30 to 31 children. The difference is noticeable, and is to my mind explainable by the fact that London children are duller, less troublesome, and more susceptible to routine discipline than children in smaller towns. *Accidie* is more deadly in London than anywhere else.

The original curriculum at the Leeds Vacation School for the most part stood the test of experience. Housewifery and dancing were deleted—"on the whole dancing is not appropriate to the August holidays"—while Swedish drill, Woodwork, and Laundry work were added with great success.

The Report on the school contains a significant note on the *kind* of teaching necessary in Vacation Schools—a note that is a severe but familiar commentary on current methods of teaching in county and borough schools. "This kind of teaching is very different from ordinary class work. It gives great opportunities to an energetic and original teacher, because the aim is not to obtain definite results, such as could be tested by examination, but rather to draw out the children's powers and interest them at the moment—to make the most of the present rather than to lay foundations for the future. It may be an experience of great value to the teacher, especially to the concientious teacher who is inclined to sacrifice everything to the orderly working out of his method."

A good deal of time was spent out of doors by the children, and was occupied in games, excursions, and garden parties. On the last working day the school was thrown open to visitors, who saw the classes at work and the objects made by the children, such as baskets, dressed dolls, brush work, knitted articles, and some ingenious wooden toys, made in the workshop.

The school seems to have been most successful. As a result of the course and the meals (we are told that the children took kindly to brown bread and milk), the scholars improved in cleanliness and general appearance during the three weeks. They greatly enjoyed themselves, and there was no difficulty in getting them to attend. There was some doubt as to whether the result was unsettling for the next term's work. The teachers were of opinion that it was not unsettling. If it tended to unsettle the system of teaching for "results" indicated above the fact need not be deplored. The total cost of the course was about £60, or, say, six shillings per pupil. This sum was expended on teachers and tram fares. The children contributed £1 12s. 0d., or about two-thirds of the sum asked from them. Girls contributed more regularly than boys. The cost worked out at about three shillings per week per child, in addition to the wear and tear of school premises, the cost of coal and gas, the provision of apparatus and material and, of course, the provision of the free meals. This experiment was on a much smaller scale than that promoted by Mrs. Humphry Ward, and was different in many ways—especially in the provision of free meals —but it is probable (apart from the question of meals), that the out-of-pocket costs were much the same. There seems every reason why these experiments should be repeated in the various great centres of industry, including, if voluntary subscriptions can be raised, the provision of the mid-day meal. On the whole it seems better to have the whole school sitting together than to have two separate schools in the morning and afternoon. A single sitting is indeed essential if there is to be a meal, and it is probable that the supply of meals would not be impossible, even in London. Meals for which pupils pay are now supplied without difficulty at some very large secondary endowed schools (as, for instance, the Roan School for Girls at Greenwich), and the simpler free meals contemplated could be arranged with very little difficulty if the funds were forthcoming. The children might indeed be asked to pay something towards these meals. Experience shows that 1½d. or 2d. a head will suffice for an ample meal where there is no rent to be paid for the dining room, and even very poor parents would in most instances contribute 1d. Voluntary contributions would have to make up the deficit.

The Leeds experiment was repeated in 1907, but the centre itself was moved out to Cross Flats. Each of the two hundred poor children who attended had to walk at least three-quarters of a mile, and many of them arrived before the school opened at 11 a.m. and lingered after it closed at 3 p.m. The school buildings which are occupied in term time by a well-to-do class of children, are practically in the country. They adjoin a public park (a

portion of which, large enough for several games of cricket as well as other games to be played at the same time, is set apart for children) and beyond the park are fields and farms, where the children are welcome to wander. Occasionally the farmers were kind enough to give milk to parties of the children, and as certain Leeds shopkeepers also gave for the use of the children, or sold at a very low rate, bags of cakes, country picnics were possible. Each day soon after noon the children were given a meal "consisting chiefly of brown bread and nut butter and a banana and plum cake." Grated cheese and grated nuts were sometimes added. Miss Elizabeth Oakeshott, the honorary secretary of the Centre, also tells us that "a part of every day was spent out of doors. The children were in the playground for half an hour after dinner, and later on played games or went for a short walk, coming back with their arms full of wild flowers. It is almost incredible what a large amount of work had been done when the school came to an end, considering how much time had been spent out of doors. Dolls had been dressed, baskets made, high-flyers, photograph frames, tea-pot stands, bread and plain cakes, and I think the work had been enjoyed as much as the play. We were fortunate in finding an excellent Director and Staff for the school."

The Walworth Holiday School, started in July, 1904, for the poor children of Southwark, shows us a modification of the methods of the Passmore Edwards Settlement School. It was organised by the Browning Settlement. A circular, stating the facts as to the proposed school and the need of personal service or of help in the way of money or goods, was issued by Miss Ethel Lancaster, of 3, Sutherland Street, Walworth, S.E. The teachers in the local schools were asked to select the poorest children who would not get a country holiday that year. Seven hundred names were sent in, of these three hundred were selected, and Miss Lancaster sent to the fortunate children cards of invitation and admission. The London County Council granted for the purposes of the school the King and Queen Street Schools and made a special reduction of the tram fares to Tooting Common. The Southwark Borough Council admitted the children to the Newington Baths at specially reduced rates. The Holiday School was open 16 days in 4 weeks from July 25th to August 17th. All the teachers were volunteers. There were 19 occasional and 9 regular helpers.

"There were classes in the mornings in musical drill, games, clay modelling, drawing and painting, singing, stencil-cutting and story-telling. In the afternoons 577 visits were paid to the Newington Baths for lessons in bathing and swimming, and 1,050 visits were paid by tram to Tooting Common, six miles away, where the rudiments of Nature-study were implanted. The daily average attendance of the children was 231. The numbers could easily have been trebled had the requisite staff of teachers been forthcoming. Up to the last the children excluded were clamorous to be admitted. The improvement in the appearance of the scholars during the sixteen days was very marked in cleanliness, tidiness, and interest in the School. A very large number of the children had never been in either bath

or tramcar or in a park before. They were loud in their expressions of appreciation of the School, and the enthusiasm of their devotion to the teachers was touching to witness. Thanks to the entirely honorary nature of the help given by teachers, the total cost of the School was £30 11s. 2d., which was met by voluntary subscriptions. This figure works out almost exactly at an average cost per head of 2d. per day, 8d. per week, 2s. 8d. per four weeks." The success of the Browning Settlement School at such a cost is remarkable. It shows what can be done in the poorest neighbourhoods with very small means. The original experiment in 1902 at the Passmore Edwards Settlement, in Tavistock Place, led, however, to various other experiments beside the schools at Manchester, Leeds, and Walworth. "At Woolwich a very successful school was started, to which the London County Council lent school furniture, allowing the organisers to buy materials for the various classes at cost price. The numbers were limited to 240. At Stratford, E., a Vacation School was opened in buildings provided by the West Ham Town Council, consisting of a pupil teacher's centre, with a manual training centre, and a large garden. Great use was made of the lantern to illustrate talks about plants and animals, and biographies of great men."*

The weighty memorial to the London County Council, from which this quotation is taken, was not without its effect. The Education Committee of the Council reported in June, 1905, to the Council† that they were advised that Vacation Schools could not be carried on or supported in any way by the Council under its powers relating to elementary education. But by the joint operation of Sections 2 and 22 (3) of the Education Act, 1902, it could carry out the suggestions of the memorialists. The Committee also reported that the then period was inopportune for a grant, but that they recommended the giving of facilities for such schools in twelve County School buildings. The Report laid down the very necessary principle that no teacher permanently employed in any of the schools for the maintenance of which the Council is responsible, should be permitted to teach during his or her holiday, unless an arrangement were made for such teacher to receive a compensatory holiday for the time given in such school, the salary of a teacher "on supply," during such compensatory holiday being paid by the Voluntary Association organising the Vacation School. The Report went on to suggest that in recognition of the facilities afforded by the Council, the Council should be entitled to ask of any Association desiring to take advantage of these facilities, that the subjects to be taught should include—manual training, needle-work, Nature-study, gymnastic and musical drill, kindergarten, games, drawing and brush work, stories from history or mythology, fairy tales, singing, dancing, clay modelling, and use

* *The Times*, March 23rd, 1905, Memorial to the London County Council in favour of Vacation Schools.

† *The Times*, June 13th, 1905.

of libraries; and that they should be asked to make great use of school play-grounds, of neighbouring parks, of organised excursions to open spaces in the neighbourhood of London, to museums and other places of educational interest. Mrs. Humphry Ward, in a letter to *The Times* of July 31st, 1905, drew attention to this Report, and stated that in the Vacation School (organised by the Passmore Edwards Settlement) then about to be re-opened, there would be 1,000 children enrolled at the opening, out of 1,550 applicants—500 in the morning, from 10.0 to 12.30; and 500 in the evening from 5.0 to 7.30. There would be 18 or 20 teachers under the capable head-master, Mr. E. G. Holland, who had had charge of the school from the beginning (1902). The cost of each child would be from 1s. 3d. to 1s. 9d. per week—5s. to 7s. per head for the whole period of four weeks. The Bishop of Hereford (Dr. Percival) in a letter to *The Times* of August 5th, 1905, criticised the cost of this school in view of the experience of the Vacation School at Hereford. "In Hereford it has been proved by the experience of two successive years, that such a school can be conducted in a thoroughly attractive and efficient manner at a cost of 8d. per week, for each child attending four mornings in the week, or at about half the cost of the London School. In 1903 we had 512 children in regular daily attendance, and the total cost for three weeks was £50, or rather less than 2s. for each child." The low cost was secured by drawing up an interesting curriculum and advertising for teachers "who were glad to spend three or four weeks of their holiday in Hereford, and to earn a little money by teaching their favourite subject for about eight hours each week." Mrs. Ward's reply* showed that in fact (if the schools had been open the same number of hours) the Hereford school would have cost £2 1s. 3d. per hour for 500 children, while the London school costs £2 14s. for the same number—a comparatively small difference. She went on to plead for the public control and support of Vacation Schools as the only method of dealing with half a million of children, and urged that the teaching method suggested by the Education Committee of the London County Council, in the Report of March, 1905, would supply a considerable amount of the teaching power, practically at no extra expense to the public.

It is desirable to make some fuller reference to The Hereford Holiday School of 1903, which was opened on the advice of the Bishop of Hereford. "The object of the Holiday School was to provide pleasant recreative instruction (no bookwork) for boys and girls, as a counter-attraction to the streets, during a part of the summer vacation . . . . The summer holidays cater, to a large extent, for the hop-pickers, and extend six weeks, although the first half of those weeks is spent by many children in the streets." The Scudamore Schools were selected for the school, and the head master, Mr. J. W. Rider, was appointed by the Local Education Authority Organiser, with a free hand

* *The Times*, August 8th, 1905.

subject to the cost not exceeding £50. "Arrangements were made for opening the Holiday School, and providing instruction for 200 boys and 200 girls over seven years of age." In fact, "the number of children was so large, that an alternative scheme was introduced. The younger boys came on alternate mornings. Every Elementary School in the city of Hereford was represented on the roll of the Holiday School." The numbers enrolled were:—Boys, 461; Girls, 382; total, 843. The average attendance was:—Boys, 255; Girls, 257; total, 512. This average would have been nearer 600 but for the plan of making the younger boys attend on alternate mornings.

The following notes as to the staff and curriculum indicate the character of the work done:—

Organiser—

(1) Mr. J. W. Rider, Headmaster, Scudamore School, Hereford.

Colour work and singing (Boys)—

(2) Mr. C. Challis, Head-master, Salter's Lode School, Norfolk.
(3) Mr. T. Parker, Assistant-master, Scudamore School, Hereford.

Experimental Science—

(4) Mr. Leslie Scott, Inter: B.Sc., Science master at an Intermediate School in Anglesey.

Nature Study and Lantern lectures—

(5) Mr. T. Williams, Head-master, St. Martin's School, Hereford.

Gardening—

(6) Mr. J. Yeates: Professional Gardener.

Games—

(7) Mr. A. Brookes, Instructor in Cricket, and three Monitors.

Nature Study, Colour Drawing, and Fancy work—

(8) Miss Rodway Barnes, Grammar School for Girls, Worcester.

Singing and Colour work (Girls)—

(9) Miss Margaret Brearley, Head-mistress, under Walthamstow School Board.

Games, Fancy work, Colour work—

(10) Miss Gertrude Brearley, Head-mistress of Country School near Walthamstow.
(11) Miss B. Rowberry, Assistant-mistress, S. James' School, Hereford, and six Monitresses.

The school opened on Monday, August 17th, for three weeks, meeting on Mondays, Tuesdays, Thursdays, and Fridays from 10–12. Wednesday is market day in Hereford. The boys undertook colour drawing of common objects (*i.e.*, a yacht) and simple designs. Boys who had colour boxes worked at flower painting. The girls did simple designs, and colour drawing from nature (such as clematis spray, ivy-leaves) for bigger girls. This subject was *unusual* and very popular. Songs were taught by ear. "Tunes were played and afterwards accompanied by the piccolo." Rambles proved very attractive. The elder girls brought specimens back to school and pressed them between blotting paper, and in the third week mounted them in books and named them. The younger children were merely taught the names of the flowers that they gathered. Artificial flower-making was undertaken by the IVth Standard girls, who made

poppies, daffodils, and sweet peas. The flowers when finished were taken home by the children. Crochet work and crewel work had a great fascination for the elder girls. Visits were made to places of interest. Two batches of boys visited the Corporation Gas and Electrical Works and Sewage Farm, where the works and the processes were explained. The *Hereford Times* Printing Works were also visited. The manager showed the working of the Linotype machine, and how a large weekly paper is produced. At the Herefordshire County Council experimental fruit farm the County Council lecturer gave lessons on grafting and budding fruit trees. There were also visits by the junior boys to the Museum. The senior girls visited the Cathedral twice, conducted by the Dean of Hereford and were taken over the Bishop's Palace by the Chaplain. All girls visited the King's Acre Nurseries with the extensive gardens and conservatories, while the junior girls paid two visits to the Museum. Children in regular attendance were allowed to enter for the sports on two afternoons in the last week, when 200 prizes were offered by the Hereford tradespeople for walking matches, running and cricket competitions, among the boys, for skipping, tug-of-war, and other contests among the girls. To all children making a perfect attendance a special certificate was given. No less than 265 such certificates (123 to boys, 142 to girls) were awarded. In fact, half of the children in average attendance made a perfect attendance.

The religious instruction was undertaken by two local ministers of the Church of England and one Nonconformist minister. "Short prayers, Bible stories, and simple lessons for every-day life were given each morning and lasted fifteen minutes. On fine mornings the religous opening of the school took place in the play-ground."

"The discipline was excellent in every respect, due chiefly to the skill and enthusiasm of the teachers. The children were kept constantly employed, and had no time for talking or inattention. Considering that children from every school in the city were enrolled, it was very satisfactory that no 'scenes' occurred after school between scholars from different schools. This is evidence of the good fellowship which prevailed."

It is of course very difficult to compare schools and scholars in London and Hereford, or any other provincial town. Experiments must be based on a wise choice of the material supplied by earlier experiments. The higher rate of average attendance in London seems additional evidence that the London child does not know what to do with himself or herself in the vacation, and gladly seeks light and leading if offered. There are, in fact, more attractions to interest the mind of a child in the country, despite the usual opinion as to the variety of interests available in town life.

Mrs. Ward, in an article in the "Commonwealth" for October, 1905, dwelt further on the value of the work done in Vacation Schools, with special reference to the Tavistock Place Vacation School. The singing and dramatic class "did wonders in the

hands of an experienced and ingenious teacher." Nature-study, drawing and clay modelling and kindergarten were all equally successful. This article was written after the school for 1905 had closed, and the results are given. Perhaps it should be explained that the average daily attendance of 930 was divided into two schools, the "White" and the "Blue," the White attending in the morning and the Blue in the evening, and *vice versa* week by week. Each school opened with a hymn, the Lord's Prayer, and the Beatitudes. The staff consisted of the Director, the teachers, and three accompanists, and the sum spent on salaries during the four weeks amounted to £226 6s. 0d. The total expenditure works out at about 1s. 6d. per child per week, a little more than last year; but a special sum was spent on drawing in order to test the Philadelphia system, and we shall have a larger amount of stores left over for next year than was the case on the last occasion. The amount spent in materials, were the whole amount charged to this year, would come to 8d. per child per month."

The Vacation School has not yet taken any very noticeable place out of London. I have already mentioned the Leeds School and the Hereford School. Some references must be made to the Vacation School held at Sheffield in 1906.* Mrs. Humphry Ward visited Sheffield in May, 1906, and suggested the formation of a school on the model of the Tavistock Place School. Miss Barron, a certificated kindergarten mistress on the staff of the Sheffield Girls' High School, was chosen as the superintendent of the school formed in consequence of this suggestion. Despite her want of previous experience in this kind of work the school was a complete success. "A list of children in the immediate neighbourhood (of the Croft House settlement, where the school was held) was made up, drawn from those in attendance at the day schools, the Sunday schools, and various institutions associated with the Settlement. These were visited personally, names were filled in of those who accepted, the forms being left to be brought as the "open sesame," whilst a duplicate was retained for registration. Four classes were formed—a girls' major and minor and a boys' major and minor, the minors being from four to seven years of age, and the majors from seven to eleven. These were taught by the same teacher for the whole of the time, the two ladies being certificated (Froebel) mistresses, whilst one of the men is an assistant master in a boys' private school. The children assembled every morning in the gymnasium, and after the singing of a well-known hymn, such as "Onward, Christian Soldiers" and the repetition of the Lord's Prayer, were drafted to their respective class-rooms, whilst a march was being played on the piano. For the first half-hour a story was told in each class, for the second there was some kindergarten occupation, for the third there was another occupation for the seniors, whilst the juniors went to their games, and *vice versa* for the last half-hour.

* *See* "The British Congregationalist," September 6th, 1906.

The occupations comprised clay modelling, graphic representation, crayoning, paper-folding, bead-work, cake-work, brush-work, wood-work, etc., and called forth some really remarkable specimens of originality and skill." The games "consisted of a sand heap, with spades and buckets placed in an adjoining yard, rocking horses lent by friends, skipping ropes, balls, nine pins, puzzles, etc." The attendance on the last morning was 170, which was 40 in excess of the limit.

The lesson to be drawn from the scanty available material seems to me to be the need of concerted action between the Board of Education, the local education authorities and voluntary associations in order to secure a rapid multiplication of Vacation Schools in crowded areas. Regulations for such schools might well be issued and some regular system of organisation and inspection instituted. Such regulations could also deal with Holiday Country Schools and School Journeys so as to correlate these new branches of a national system.

IV. Country Schools for Backward Town Children.

It is at this point that I must say something of the "Open Air School" held at Osea Island, in the estuary of the Blackwater on the Essex coast, not far from Maldon, in June and July, 1906. "The Homerton Residential School for Deaf Children is set apart by the London County Council for the reception of children who, in addition to being *deaf*, are also mentally and physically weak, and on that account require special care and treatment from the educational, medical, or domestic point of view."* It was decided early in 1906 "to transfer the whole of the Homerton School, consisting of 46 residential and 24 day scholars, the teachers and domestic staff, from the dingy surroundings of Homerton to the green fields, blue skies, and breezy beach of Osea Island." Of these 70 children "some are entirely deaf and dumb, and so defective that after several years of patient trial, they have been found to make little or no progress by the methods employed in the ordinary deaf schools; some are partially deaf and suffer from defective speech, coupled with aphasia, word-blindness, and defects of a similar nature; some are blind; some partially blind, and practically every child presents a little psychological problem of its own. The object of the proposal to transfer the children was to try the experiment of living in the open air, amid beautiful surroundings, with open-air lessons, to generally increase the interests and intelligence of the children by combining the delights of novel and pleasureable surroundings with the advantages of physical exercises, sea-bathing, and a constant supply of health-giving ozone."

Osea Island, a mile from the coast at high water, but accessible by cart at low water, is just the spot for such an experiment. "There are four miles of clean shingly beach, surrounding the green fields of a well cultivated farm, and a closer acquaintance

* *See* "Child-life," October, 1906, pp. 197–202, for the full details of this experiment.

with its shady nooks, its profusion of wild flowers, the teeming varieties of animal and plant life, in addition to the pervading peace and quietness, only serve to increase the attractiveness of the place."

The question before the promoters was to find funds for a scheme which deserved the approval that it found. The island possesses a "camp" that can be hired "consisting of five good huts, each containing sixteen bunks with a splendid supply of clean bedding, a dining hall capable of seating about two hundred people, good cooking and sanitary accommodation, and a plentiful supply of water from an artesian well." The money available was a grant of £20 from the London County Council and voluntary subscriptions from parents and others amounting to £50. The camp accommodation costs 6s. a month for each child. The accommodation and maintenance of 24 children (day scholars at Homerton) fell entirely on the voluntary fund, as well as all expenses (such as transport) that were incurred in the expedition. The Council, of course, paid for the maintenance of those children (46) who were maintained at Homerton. But we may take it that the whole cost of accommodation (£21) fell on the Fund. The sum raised (£70) paid for all these additional expenses, so that at an average cost of £1 per head seventy children obtained their school by the sea. It is difficult to estimate the exact figures, but it would appear, roughly, that if all the children had been day children and therefore all maintainable out of voluntary fund, the school could have been kept going at a cost under 10s. per week per head for all expenses. The results of the "Open Air School" were valuable beyond all comparison with the minute cost. The fact that the weather was almost continuously fine no doubt was responsible for some of the gain, but the good results were mainly due to the entire change of environment and the skill with which the School was conducted. The daily routine was as follows:—

6.30.	Rise, clear up sleeping huts, wash, etc.
7.30.	General parade for marching, running, or physical exercises.
8. 0.	Breakfast.
8.30.	Washing up, making beds, clear up the camp generally.
9. 0.	Parade for breathing exercises before school.
9.15.	School lessons in the open air (language).
10.30.	Bathing, or drill, or recess.
11.15.	School work (arithmetic).
12. 0.	Recreation, lay dinner.
12.30.	Dinner.
1.15.	Clear up, washing up, etc.
2. 0.	School work.
3. 0.	Observation walks, wading (or bathing).
4. 0.	Staff tea.
5. 0.	Tea for teachers and children, evening organised games.
8. 0.	Supper and bed.

The peculiar difficulties of out-door classes were carefully met. The children had "blocks" with stiff backs, instead of copy books, and black card-board sheets and wall sheets were affixed to a tree or wall for blackboard purposes. The system of "Mixed" classes was not adopted so that re-classification was

unnecessary when the turn for bathing and wading arrived. The school was divided for teaching purposes into six groups, five of which were taught in "some shady spot either on the farm, in the fields, or on the beach." The remaining group of little ones (including a blind-deaf child) had their lessons, interspersed with plenty of play, in the camp quadrangle. Botany lessons were very frequent and each child gathered its own specimens. The lesson was nearly always taken from the environments. For instance, take the following case: "a plunge through a narrow path overhung with thick foliage brings us to a cosy corner, where we find another class seated on a sort of natural gallery facing the sea. More than a mile away the mainland is almost lost in the warm haze, and the lapping of the tiny waves on the bright clean shingle gives this class room a delicious coolness, even on a hot day. Again the lesson will be found to take its origin from the surroundings, the names of the varying objects of the sea and shore, with some simple language appropriate to the subject and the intellectual capacity of the child being given by the teacher, written on the blocks, and accompanied by sketches of varying degrees of merit."

Bathing and paddling followed the morning "language" lesson, and then followed other classes before dinner. In the afternoon, the lessons were shorter and included drawing and needlework. "Part of the time, at least, was given to a ramble through the fields or to exploring some of the never-ending wonders of the beach." There were evening romps, and by 8.30 p.m. the children were "all snugly tucked into the comfortable bunks in their respective huts. The doors and windows of the huts were generally kept wide open both night and day; so that the children practically slept as well as played and worked in the open air the whole time they were away." All Saturday was spent in recreation, and "the whole life of the island was so full of interest that not the least trace of weariness was ever shewn by the children." The farm was an endless joy. Indeed the experiment was an absolute success. "Even the dullest and most apathetic of the children showed a little keenness about the doings of the animals, the rising and falling of the tide, and the movements of the boats as they passed, and one most defective child, whose power of expression was limited almost entirely to 'signs,' volunteered the remark to his teacher one day, when he had grasped some new fact hitherto undreamt of in his philosophy, that 'there are many, many *new* things, here in Osea.'" In this exclamation we have the greatest tribute to the success of the experiment. The dumb spake. I must make one final quotation from the charming report which seems to me to indicate the spirit in which the experiment was undertaken and the cause of its success!

"Sunday was usually one of the most delightful days of the week, as one did not in the least object to a complete rest after the week of constant activity in some shape or other. There

being no church, service consisting of a little Scripture narrative and the lessons to be deduced from it, some children's hymns, and prayers, suited to the capacity of the children, was taken morning and evening either in the fields or on the shore. Perhaps the most touching incident in this connection happened at evening service on the first Sunday at Osea, when Baring-Gould's hymn, 'Now the day is over' was being spelled out to the children. When it came to the couplet—

'Birds and beasts and flowers,
Soon will be asleep.'

the master told one of the boys to find a daisy. The flower was brought, and the children were shown that it had closed its eye and gone to sleep. The whole of the little congregation was over-awed in the presence of the little sleeping flower, and the wonder on their faces was a study."

Certainly, the Osea experiment is to be recommended to other schools, residential or day schools.* As the writer of the Report points out, "there are plenty of volunteer camps scattered up and down the length and breadth of the land lying idle for the greater part of each year, which could be easily adapted for such a purpose. I should not recommend 'canvas' for children, though it is delightful for the adults of the party, and several of our lady teachers slept out the whole time, including two bad stormy nights we experienced. But the officers' messes, and wooden canteens standing at such places as Conway, etc., would serve such a purpose admirably." It may be added that the various hulks round the coast would also serve perfectly for the purpose of housing the children, and have, I believe, on various occasions been used in that way. The cost of providing food in the case of day schools could, as the writer of the Osea Report points out, "only be met by some such arrangement as that in connection with the 'Children's Holiday Fund,' into which the children pay a little weekly throughout the year, and the amount is supplemented by donations and subscriptions. We were fortunate in having very low contracts for our food, and were able to take a month's supply of dry goods with us. The provisions were got locally, cheaply, and the meat came down from London, also cheaply and in good condition."

The open air School at Bostall Woods, Plumstead, for 100 anaemic or otherwise unhealthy children is, I believe, the first school of this type organised by an English Local Education Authority. The beautiful wooded grounds, 20 acres in extent, were lent for the purpose of the School by the Royal Arsenal Co-operative Society, Ltd. The cost of organisation, £400, and a further sum of £400 for maintenance, was met by the London County Council. The school was opened on July 22nd and remained open till the middle of October, 1907. It was attended

* "Camp" schools for normal children have been dealt with above in the section dealing with work in Manchester. It has been suggested by Professor Findlay that there should be a permanent "camp" school affiliated to each school in thickly populated neighbourhoods. If this were secured every child would get a country holiday in the course of the year.

from 9.0 a.m. to 7.0 p.m. each week day except Saturday, when the hours were 9.0 a.m. to 1.0 p.m., by children from Woolwich, Greenwich and Deptford, selected by the Medical Officer with the consent of the parents.

It will be found useful to compare these open air schools with a similar attempt made in Germany to help sickly children. I refer to the Charlottenburg Forest School.* In the summer of 1904, the Charlottenburg Town Council established as an experiment in the forest of Westend, in the neighbourhood of the Castle of Ruwald, a "Forest School," as a place of daily recreation for children who are sickly, but still capable of instruction and sufficiently healthy to serve pedagogic purposes. On the estate there were school buildings, baths, and wash-houses, and a hall, open to the weather on one side, with wooden floor and overhanging roof. The school barrack is a balustraded building containing two class rooms, two smaller rooms for the teacher, and a common entrance hall. The rooms are well lit and ventilated. The class rooms are fitted with tables and chairs in different parts of the rooms, suitable to the various grades of children. The school is open to children of all creeds, and is intended to take 100 to 120 children. It was opened on April 1st, 1904, with 95 children. On August 16th (when the summer school vacation began) there were 104 children, and by September 15th the number had risen to 120. The selection of the children is made on the recommendation of the school doctor. The choice falls upon children who show early symptoms of heart, lung, or similar organic complaints, in the shape of green sickness, anæmia, or general weakness, without the children being incompetent for instruction or entirely bed-ridden. Children, convalescent after acute sickness, are also eligible, but no case of infectious illness or of tuberculosis is admitted within the school. The children who are admitted are of course continually under the eye of the school doctor. As far as possible the children spend their time in the open air, and take their meals and spend the break in the middle of the day on invalid chairs, of which every child has one as well as a woollen rug. The school is divided into six classes, which correspond to the six higher classes of the seven-class Charlottenburg Municipal School. The School is too far off to allow children of the first year (the seventh class) to join. In each class there is on the average twenty scholars. There must not be more than 25 save in exceptional circumstances, Boys and girls are taught together except in the giving of gymnastics.

The school has been a great success, and of extraordinary benefit to sick and languishing children. The children are brought each day to school, under sound medical and hygienic appliances and surroundings. The fresh air, the irradiation of sunlight, the giving of salt baths, the careful restriction of the amount of instruction given, and the number of scholars taught, have had the most beneficial effect. The

* See *Centralblatt für das gesammte Unterrichtswesen in Preussen*, Oct., 1905.

feeding of the children costs the Institution about sixpence (50 Pf.) a head. It is good and ample. The children, on their arrival, between seven and eight in the morning (and again at ten o'clock), receive about half-a-pint ($\frac{1}{5}$ litre) of milk, with bread, and at noon have a little over three ounces (100 grammes) of meat, with a "plentiful supply of vegetables." At four in the afternoon they again have half-a-pint of milk with preserved fruit; and in the evening, before returning to the town, warm soup, bread and butter. A week in the woods has extraordinarily favourable results. The children are bright, merry, and attentive; and their appetites become keen. It is found that after ten to twelve weeks the sick children have become strong and healthy. The school (including fifteen children who had recently joined) showed after the period an average increase in weight of $5\frac{1}{2}$ lbs. Eleven children had increased 10 lbs., or thereabouts in weight, and two children 14 and 16 lbs. respectively.

The Charlottenburg Forest School was so notable a success that in 1906 the Kultusminister, on the special instructions of the Emperor, issued a circular advocating the multiplication of schools of the same type, and inviting reference to his department on any point relating to the question. On May 28th, 1906, the Gladbach School was opened for fifty children. The building comprised a class room, a small room for the teachers, a large covered hall, and a cellar for storing materials not in use. Thirty yards from the main building was a small building containing the lavatories and *necessaria*. The large class room was completely furnished for school purposes. On the walls were hung pictures from fairy stories. The bulk of the instruction was, however, given out-of-doors, and all the gymnastic apparatus was kept out-of-doors. It was proposed that school work should be limited to two hours a day, that the children should be chosen by school doctors in the town of Gladbach, that their school work should be inspected by the usual school inspectors, and their health watched by the doctors at a neighbouring convalescent home. It was estimated that the cost *per diem* (including the journey to school) would be 50 pf (sixpence). The school opened with thirty-eight children. It aimed at taking children in weak health suffering from anæmia, headaches and scrofula and mild cases of eczema, lung and heart trouble. Tubercular and serious heart and lung cases and cases of an offensive character are excluded, but are for the most part treated in the *Ferien Colonien*. The children remain for periods varying from four months to less than one month. The time is, unfortunately, as Dr. Grau fully realises, dependent rather upon funds than necessity. The results, however, are very striking, and it is found that body and mind advance together. If the children are there in school

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See *Zur Eröffnung der Waldschule der Stadt M.-Gladbach*, von Dr. Schaefer, Direktor der Heilstätte M.-Gladbach (Bonn, 1906); *Ergebnisse und Bedeutung der Waldschule*, von Dr. H. Grau, II. Arzt der Heilstätte M.-Gladbach (Bonn, 1906).

vacation no school work is done. At other times the curriculum consists of religious instruction, German, arithmetic, history, singing, Nature-study, and gymnastics. In the course of the week eight lessons of a half-hour each are given in German, six lessons in arithmetic (for this work the school, which is normally divided into two classes, is sub-divided into six classes), and two lessons each in religious instruction, history, gymnastics, singing, and Nature-study. Between each lesson there is a quarter of an hour for recreation. Dr. Grau insists that more time should be devoted to Nature-study, which he declares is supremely important and cannot be taught properly in towns, where the children are most ignorant as to natural phenomena. He also declares that gymnastics are necessary, and should be combined (in the case of children who have been carefully selected with a view to heart trouble) with ordinary games. Dr. Grau points out that girls are fond of gymnastics and should in *all* schools receive a gymnastic training. All teachers should be able to give instruction in gymnastics, and should understand how to vary the instruction to the needs of each particular child. There should be no hard and fast rules of instruction. The Gladbach School has had the most gratifying results in its effect on the mental and bodily health of the children. Despite the fact that some children were able to stay for quite a short period, the average weight increased was from one to two kilogrammes. It was found that scrofulous children rapidly improved in health, and that such cases received benefit from the "sool-bath." Although the time, was often too short for complete cure, everything was done to induce health. The school day began at 8.45 a.m., and four classes were held, lasting with the intervals till 11.30 a.m. Play and meals followed. From 1.0 p.m. to 3.0 p.m. the children lay down to rest, and it was found that most of them enjoyed refreshing sleep during this time. Hygienic instruction, including the cleaning of nails and teeth, was given to all the children with good results. There is every probability that this movement will spread throughout Germany, especially as the cost is low. The Gladbach School cost (apart from site) in capital expenditure 16,200 marks (£810). The school opened with thirty-eight children, and the whole attendance in the year was 118 children, with an average attendance of forty. The daily cost was 60 marks (£3), of which 10 marks was due to the daily transit of children from and to home. This cost was partly borne by the parents and partly by what we should call here the Poor Law authorities. There is a yearly deficit, but in all cases it is small. The sense of the necessity for such schools is growing. On 28th July, 1906, a circular was issued by the Dusseldorf Education Authority urging an increase in their number. Cologne, Aachen, Dusseldorf, Barmen, Elberfeld, Solingen and Mainz either have, or have in immediate contemplation, schools of the Charlottenburg and Gladbach type, and Dr. Grau believes that most great commercial towns will soon have them. Such a school means from the financial point of view an initial capital expenditure of £20 for each child in average attendance, together with an annual

expenditure of about £7 10s. for each child. Such a price is small when we consider the increased vitality for the community that it will secure.

These German Forest Schools are, perhaps, not more important than the Holiday Colonies organised in the neighbourhood of Zurich by the Rev. Dr. Bion. This Pastor was the pioneer of this type of work. His colony system was started more than thirty years ago and has benefited great numbers of anæmic, weak-lunged and nervous children. Every summer eight to nine hundred children are distributed among twelve stations in addition to the *Erholungs-station* (Convalescent Home) which is also open in the spring and autumn. The total cost of the work is about £2,000 (50,000 francs) a year. There are still a thousand children who stand in need of "Colonial" treatment. The needs of these poor children are partially met by what is called the "Milk-cure," especially started to supplement, though inadequately, the Holiday Colonies. The "Milk-cure" consists in giving the children fresh milk and bread daily in the country outside Zurich. The teachers also organise for the children who stay at home for their holidays what are known as "*Ferienhorte*" (Holiday Retreats). In 1906 thirty of these Retreats were organised. The children are brought together five or six times a week from 2 p.m. to 6 or 7 p.m. In fine weather they go for walks or sight-seeing, or watch the bears, play games or bathe. In wet weather they play indoor games or are read to in the schoolrooms. On the walks they are given bread and cheese or tea and bread. In the schoolroom they are given milk and bread, while on the whole day excursions, which take place occasionally, a simple dinner is provided. At first 2,084 children (1,621 boys and 463 girls) joined these parties. Later on 888 children (485 boys and 403 girls) were added, making in all 2,972. The expenses for the season amounted to 7,075 francs (£283); of this sum 1,121 francs was raised, apparently privately, while the deficit of 5,954 francs was chiefly met by the town. The organisers consisted of 44 gentlemen and 25 ladies, for the most part teachers in the schools. The average cost was probably under five shillings per head—a remarkable achievement. Of course all services were given free and special terms were secured from steamers and railway companies. The experience now obtained has suggested the following improvements. The number of parties should be increased. Thirty parties give sixty children to one party, and this is far too many. English experience shows that twenty-five is ample. The start should be made early in the day and the outing should last all day. The food should be supplied by local inns, and in districts where they are not available "Forest-Homes" (*Waldheime*) should be built at the public expense. They should contain one large room to hold 150 to 200 children, a kitchen, a store room, (*Vorrathskammer*), and lavatories. The tramway system would be of assistance to the scheme. It is suggested that the parents should contribute towards the cost of the food where possible. The "Forest-Homes" have already proved their usefulness in various parts of Germany.

An experiment in boarding children out in cottage homes near Zurich was made in the late autumn of 1906 with six boys and six girls between the ages of ten and thirteen years. The children helped in their hosts' work. The holiday lasted for a fortnight and was in every case a glorious success. The total cost was very low. One of the teachers writing of this country cottage holiday said, "Man muss es in ihren Augen leuchten und flimmern gesehen haben, all das Glück der verlebten Ferientage, das frohe Geniessen der Landfreuden. Diese Augen erzählten von einer liebevollen, verständigen Umgebung, wo sich die Kinder wie eigen fühlten, ferner von der Lust und Liebe, welche man den ländlichen Arbeiten entgegenbrachte. Eine Ferienverlängerung wäre allen nur zu willkommen gewesen. Unsere Hörtlinge kamen uns in den kurzen vierzehn Tagen wie ausgewechselt vor. Ordentlich luft und sonnengebrannt waren die Gesichter, die Bewegungen viel lebhafter. Alles atmete Leben und Sonnenschein."*

We may compare the Charlottenburg Forest School with the Children's Village at Humbie, in Haddingtonshire, founded and organised by the Voluntary Committee of the Edinburgh Children's Holiday Home Fund. This Committee has been at work since the year 1887, boarding out poor Edinburgh children. "Each cottager with whom the little holiday maker is placed, receives 10s. per fortnight, and the additional expenditure for clothing, railway fare, &c., amounts to something like 2s. The average cost per child is between 11s. and 12s."

In 1902, Mrs. Stirling Boyd, the Honorary Secretary of the Fund, who had been connected with the work for eighteen years, "conceived the idea of founding a Children's Village, where children, weak and ailing, though possibly not unwell enough to secure admission to the Children's Hospital or similar institutions, might be sent to recuperate. The idea commended itself to the Committee, and now the latter are the owners of eleven acres of ground at Humbie, which they purchased from Lord Polwarth, one of the vice-patrons of the Fund. Two anonymous donors and other subscribers built the first two cottages of the Colony; a third was erected with money collected by Miss Chalmers, the founder of the original Holiday Home, with which scheme the Edinburgh Holiday Fund is now amalgamated; and the matron's house and the school are now (1905) in course of erection. It is the intention of the Committee to add to the village as funds permit. The cost of each cottage varies in proportion to its size. The intention of the Committee is to have about a dozen cottages erected at Humbie, each holding from ten to eighteen children, and the cost of this scheme, including ground, water supply, &c., is estimated at about £12,000. Large though the amount is, the Committee are thoroughly convinced that, with the generous

* *Neue Zürcher Zeitung und Schweizerisches Handelsblatt.* August 16th, 1907.

help of the public, careful management, and strict economy, it can be obtained."*

Miss Balfour, of Whittingehame, laid the foundation of the Village School building on June 24th, 1905, and the community makes steady progress. "The colony is conducted on the 'family' principle, and the entire village is supervised by a matron—who . . . . served for some time in the Children's Hospital—and also is responsible to a Local Committee, and through them to the Central Committee in Edinburgh." The school has been built to secure a continuity of studies for the children sent from the town to the country life. The work, under a resident teacher, has been most successful, and the children on returning to school life in Edinburgh show an improved quality of work. The site has been chosen so as to secure the maximum of advantages.

"The village is about two miles distant from Humbie. Standing about 600 feet above the sea-level, it is situated in the heart of a pretty piece of rural scenery. Through the sloping meadow-land purchased by the Committee runs a 'burn'—a most fascinating part of the rural playground it is, too—and the whole picture presented to the visitor—the wide expanse of open country, the neat little cottages, with their 'harled' walls and red tiled roofs, each surrounded by a trim plot of well-kept garden ground—is a very attractive one." The excellent account from which this description is taken concludes as follows:—"The holiday, however, in many cases is not quite free, and this is one of the most interesting features of the scheme. Not infrequently do the Committee find the parents displaying a lively appreciation of the benefits conferred upon their children by the fund, and many of them contribute towards the cost of the holiday according to their ability. Even though the contributions are small, in the majority of cases at least, they are valued by the Committee, more especially as they are voluntary. Much of the value of the children's colony lies in this—that in many cases it affords weak and ailing children a fair chance to throw off what in all probability would develop into serious illness. It would indeed be difficult to estimate the value of the preventive work accomplished through this agency. If more of our slum children could be sent annually for a fortnight's holiday in the country, where they would be properly cared for and nourished, less might be heard of the deterioration of the race."

The Health Colonies and Vacation Schools of Holland, however, supply the best, or at any rate very important, evidence and precedents for the guidance of similar institutions in England. Herr A. C. Bos, the Secretary of the Centraal Genootschap voor Kinderherstellings-en Vacantie-Kolonies, in his volume entitled Gezondheids-Kolonies (published in 1899 at Egmond aan Zee, the proceeds of the sale being devoted to the Dutch Teachers' Convalescent Home) traces in useful detail the gradual adoption in many European countries of Health Colonies for the benefit

* *The Evening Dispatch* (Edinburgh), June 21st, 1905.

of ailing children, and shows the high value of such institutions under great varieties of social conditions. The system of Health and Vacation Colonies was started in Amsterdam in the year 1883, under the superintendence of Mr. A. Kerdijk. It was a voluntary movement. In 1884 the subscriptions amounted to £225, and in 1885 to £350. In the first year 179 children, in eight groups (three composed of girls and five of boys), were sent for three weeks to Austerlitz and Wijk aan Zee. At Austerlitz the children were lodged in an inn, while at the seaside (Wijk) a building belonging to a bathing company was available. Before the children left Amsterdam, on their return, and again three months later, their chest measurements, etc., were taken. The children who had been at the seaside gave the best results. The following questions relating to the children received satisfactory answers after the experiment was over: (1) Has health improved? (2) Has school attendance improved? (3) Can improvement be noticed in mental outlook? (4, 5 and 6) Is the child more orderly, more lively, less troublesome, and less dissatisfied with its surroundings? (*Bespeurt gij, dat het kind ontevreden is met zijne huiselijke omgeving?*)

Subscriptions continued to increase, and were supplemented by profits of entertainments given by children. In 1885 one hundred and eighty children were sent to the Colonies. In 1886 rooms were secured in part of an orphanage at Zeist, where 122 children were housed. This was found to save about sixpence per head *per diem*. In 1887 about £3,400 was obtained for the work from the proceeds of a "World's Fair," organised at the Paleis voor Volksvlijt, and a villa was bought at Zandvoort by the sea. One drawback to this big windfall was, that it tended to check subscriptions. Henceforward, however, 300 children were sent to the Colonies. Four groups of 60 children were sent to Zandvoort, and three of 30 children to Austerlitz. The holiday for each child lasted three weeks. Children most needing the rest had more than one holiday. The work ate into the capital, and in the year 1896 the yearly subscriptions had fallen to £260. In 1897 it was impossible to provide holidays for more than 180 children. The Jewish community in Amsterdam, in 1896, began to work on their own account, and started a colony at Wijk aan Zee for 16 children. Another colony, privately maintained, was opened at Egmond aan Zee in 1897. It was for the restoration of health, on the lines adopted at Zurich. The house was only five minutes from the sea, and had a garden. The aspect was south. The doctors declared that the results secured at Egmond could not have been obtained at the Amsterdam Hospital, even with the greatest care. Convalescents recovering from diseases such as neurasthenia, malaria, eczema, croup, scrofula, tuberculosis, skin, eye, and bone diseases, were cured in one to two months. The patients were found to have good appetites and to sleep well. The season at Egmond is from May to October, and during that period 30 adults and thirty children (between the ages of six and twelve years) are admitted for five weeks each.

At Middelburg a wealthy widow, Madame de Bruin, has given her castle and grounds, known as "Westhoven," for the use of 20 children between the ages of six and twelve years. This home offers a long rest of three-and-a-half months to serious cases. The children are carefully selected, and the help is given to children of the most deserving parents. The patients must bring their own boots, but are supplied with clothes. It is a model of a home for the betterment of childhood, but is rather a sanatorium than a School Health Colony. The coach-houses have been turned into playgrounds, while the large reception-rooms have been converted into bath-rooms. The children are periodically weighed and measured. The parents can visit them once a month. The scheme is perhaps open to criticism, on the ground that it removes the children almost entirely from the environment and ideas of their normal life. This home may be compared with the Yarrow Convalescent Home for children of the better class founded and endowed in 1895 at Broadstairs in Kent by Mr. Yarrow. It is "for the benefit of children recovering from illness who may be expected to derive permanent benefit from a temporary stay at the seaside." It accommodates 50 boys and 50 girls, the children of parents "who are obliged to maintain a respectable appearance on very limited means." The boys must be between the ages of 4 and 12 years and the girls between 4 and 14 years. In a limited number of cases the age may be increased two years for both sexes where there is a prospect of permanent benefit after serious illness. No incurable cases are admitted, or cases of convalescence after infectious or contagious disease until three months have elapsed. "Each child must be provided with a brush and comb, two pairs of boots, a pair of indoor shoes, an overcoat or cloak, and an entire change of clothing." The Home is a model of organisation and the children live under conditions best calculated to give perfect rest to body and mind. Homes for poorer children have much to learn from this institution. The parents pay 5s. a week and can visit their child once a week—on Saturdays.

The scheme of School Colonies was begun in Rotterdam in 1885, when 19 children were sent to Ulvenhout and 21 children to Oost-Voorne for three weeks each. To-day Rotterdam has two holiday homes of her own, each taking 40 children. That at Ulvenhout forms a regular household, while the home at Oost-Voorne is supplied by contract. In 1897, at the latter place, 24 boys and 26 girls were supported at a cost of a little under 30s. per head for three weeks. At Ulvenhout the cost was much lower; for 65 boys and 90 girls the cost worked out at about 22s. 6d. per head for three weeks. The former, however, gave the better results. At Oost-Voorne, by the seaside, the average gain in weight in three weeks was about 4 lbs., while at Ulvenhout it was about 3 lbs. A longer stay gave better results. The children were closely watched after their return home for a period of four to six months. This seems a most important point. The results secured in 169 cases are given by M. Bos and seem very valuable. Fifteen children were absolutely

cured. These children stayed six weeks. One hundred and ten children were greatly improved in health. Their stay varied from three to six weeks. Thirteen children obtained permanent but only partial benefit. One of these stayed six weeks and the rest three weeks. With 20 children no permanent results were secured. Of these, one stayed six weeks and the rest three weeks. One child subsequently suffered from typhus fever. One child (who had been six weeks in the colony) died, and nine could not be traced. It is clearly an important matter for similar English colonies to adopt this careful method of tracing the subsequent history of cases. It says much for the Dutch methods that only nine children out of 169 should have disappeared. The same results could hardly be obtained in England.

We must note that the revenue of the Rotterdam Association for the year 1897–8 was about £393, exclusive of £500 devoted to the building of the home at Oost-Voorne. Active members of the association pay annually about 8s. 4d., while the minimum subscription of an honorary member is about 16s. 8d. Parents can subscribe if they like, and in 1897 they contributed the sum of £5 15s. 3d. Besides this institution there are two smaller associations in Rotterdam with the same end in view—the Jewish and the Old Catholic Associations. The former, starting in 1895, was able to spend in 1896 £106, and to close their account for the year with a reserve fund of £60. Twenty-eight children were sent to the Jewish colony at Wijk aan Zee, and one to Dieren. This association hopes soon to have a building of its own. The Old Catholic Association took six children to Scheveningen at a cost of about £17. This, however, does not exhaust the efforts made for the many child-sufferers in Rotterdam. In 1896 the number of children sent to the Sophia Children's Hospital was 301, while 58 were admitted to the Loosduinen Hospital. No less than 2,751 applications for help were made, of which 2,450 had to be attended at home. Among these applications were 375 cases of children suffering from insufficient feeding, 264 cases of complaints of the stomach and bowels, 201 cases of affected respiratory organs, 76 cases of scrofula, 59 of anæmia, 20 of chlorosis, making in all 995 cases of children urgently needing the curative forces of the sea or open country. There were other cases of an even more serious character. These 2,751 applications were for hospital treatment. It is clear enough that there were many more to whom a sojourn at the seaside or in the woods would have been a Godsend. Prevention is always better than cure. Rotterdam has realised this fact and in sending 320 children in need of such help to the seaside or the country and in doubling the holiday where the need was apparent, that city stands first among the cities of Holland in this noble form of social effort.

The Dutch doctors have been much impressed by the benefit bestowed on the community by the School Colonies. Dr. J. Kouwenhoven declares that, in view of the results obtained, every doctor ought to play a part in assisting these colonies

He points out that the work of the Vacation Colonies is much assisted by walks or School Journeys which bring the facts of nature before the minds of the children without the effort of regular school work. It is found that history can be taught by direct observation during these walks, besides practical work, such as surveying the Colonies, and they are found to have a valuable effect on child morality. The children living together on equal terms become, on the one hand, self-reliant, as they have to help themselves, but on the other hand they learn also to depend on one another and to realise the meaning of brotherly love, of manners in the old sense of the word, of generosity and of obedience, by force of example and environment. They lose, too that evil practice so prevalent among the very poor children in England as well as in Holland of living on sweets instead of buying food with the money given them by their parents for their dinner. The purchasing of sweets by children instead of food has become a regular habit among the very poor, and is responsible for many of the illnesses caused by mal-nutrition. In these homes the children are led to prefer simple good food to sweets. The small courtesies of life are instilled into the little people. We have in this book an account of the birthday of two children at the Health Colony. All hands were set to gather a plentiful supply of flowers, and to make simple bright decorations for the festival. This kind of natural life is found to have an important moral effect on poor little stubborn children who are brought to see the brighter side of life and to know how to laugh and sing. The children, however, are not only taught how to enjoy a holiday. All the minor decencies of life are brought home to them and made into habits. They are shown how to wash themselves and to like doing it, how to be tidy in the folding of clothes and other matters. The general ideas of cleanliness and neatness are impressed on their minds and it is found that the children leave the home with quite an altered outlook on life. They are taught also the folk-songs that can only take a real meaning in the country, and thus they carry back into town life songs that perpetuate the memory of their country holiday. One folk-song is quoted here that certainly has the rural ring:—

> " 't is morgen, 't is morgen, de haan heeft gekraaid,
> De vogeltjes zingen, de morgenwind waait,
> O zie, hoe de dauwdrop op't klaverveld praalt,
> O zie eens, hoe prachtig het zonnetje straalt."
>
> ["It is morn, it is morning, hark! the cock crows,
> The birds are all singing, the morning wind blows.
> Oh, see how with dewdrops the cloverfield gleams,
> See how the sun scatters its beautiful beams."]

M. Bos truly says that a song like this sung by town children who do not know the country can hardly be understood. But sung in the country by town children and carried by them back into the town it has a value that cannot be adequately expressed. This method of making town children learn country songs in the country and so bringing the country back with them into the

town might well be imitated in England. The children who go on School Journeys should learn many such songs and bring them back to London and Manchester and the other great centres of industry. Folk-songs might well prove a small but living link between town and country life.

The Country School or Village Home is really a conception that combines the advantages of all the various educational schemes considered in this Report. It brings the children into continuous contact with nature, it recreates a love for natural things, it brings back both physical and mental health, and checks the wastage, moral, mental, and spiritual, almost necessarily involved in continuous town life. If it were the law that every town child must spend one term of every school year at some Country School the bulk of our modern educational difficulties would vanish. At present, however, the School Journey or the School Expedition must give town children the necessary taste for rural life. I have pointed out elsewhere in this Report that it would not be impossible for arrangements to be made for children to be boarded out by some voluntary association during one school term and to attend the Country School. This would, of course, involve special arrangements between the various education authorities concerned, and it would have the additional advantages of raising the standard and scope of teaching in Village Schools, and of drawing town dwellers back to the land. Village "camp" Schools affiliated to Town Schools would probably answer the same purpose.*

V. School Journeys.

Before considering the stage of development already reached in the English school expedition, it will be useful to examine briefly the theory and practice of the school journey in Germany, its original home, where it is regarded as an organic part of school life. It is very difficult to arrive at anything like a definite conclusion as to the value and efficiency of the school expedition in the curriculum of the average German school. No doubt in great educational centres, such as Jena, the expedition is generally planned and carried out with German thoroughness. On the other hand, pupils are to be found who have recently left school in Germany and who declare that the expeditions are perfunctorily carried out without preparation. I have had school journeys described to me that were a mere caricature of the real thing, and must have been really harmful to the pupils. Such cases are, no doubt, extremely rare, but that they exist is certain, and they must be guarded against in the development of the school journey as part of the English curriculum. It will be interesting here to note some of the points upon which Dr. Rein,† of Jena, the great German

* *See* Country Schools for Town Children (Contemporary Review, May, 1907) by the present writer and Professor Findlay's views (*p.* 22 *above*).

† *See* generally as to Dr. Rein's views on school journeys his *Encyklopädisches Handbuch der Pädagogik*, Band vi., pp. 486–505, and *Aus dem Padagogischen Universitats-seminar zu Jena*, Hefte 3, 5, 8, 10.

educationalist, lays stress in connection with school journeys. Preparation for the school journey, he tells us, can be regarded in a wider or a narrower sense. In the wider sense this preparation comprises the whole school life. The school journey is then an organic part of the school plan. If this is so it is easier to prepare for the actual journey. The preparation should form the connecting link between the various parts of the school work. The scholars, Dr. Rein thinks, should not be aware of the organic part played in school life by the school journey, and the preparation for it.

In the narrower sense, preparation begins a few weeks before the actual journey. A few hours every week is given to it by the teachers who are to conduct the expedition. They divide the work among themselves by arrangement. Both the object and the actual form of the journey have to be considered. The object of the journey includes the learning of the geography, the plant and animal life, and the grouping of the inhabitants of the district visited, and their work and industries. Then the scholars have to consider the history of the area; that is to say, the part that it has played and still plays in the social, political, and spiritual life of the country, and what it has done for religion, art, knowledge, and organised trade. The sociable side of the journey has to be considered beforehand and involves the selection of suitable songs, poetry, stories, and games in addition to conversation, to avoid tedium. The journey plan must show how the destination is to be reached; notes in the journey book will indicate the things that have to be looked for or thought about on the journey. The children are to be made clearly to understand how they are to behave on the journey, how and when to march in order and so forth. A log of the journey must be kept. It will be found useful not to talk, while walking, of subjects that are not in some way connected with the journey. If these various precautions are taken, it will be found that the children will rapidly understand the various things now first *seen*, but which they have already learnt about in school.

The children must be trained (by means of gymnastics) in order to secure good marching power and the power to run and jump. The children should march in fixed order at the beginning and end of the journey. The company of students should be divided into sections, each of which should elect a leader from whose decision there should be an appeal to the teacher, and who should place all cases of need or difficulty before the teacher. In good time before the start is made a list of necessaries for the journey should be given to each scholar. Two or three days before the journey there should be a rehearsal, so as to ascertain if the various duties assigned to the scholars can be carried out. There is also the important preliminary work of determining the cost of the journey, and of interviews with hotel-keepers about night accommodation. Trouble is, of course, avoided if private accommodation can be secured. Notice has to be given to the railway. A school box must be provided for collecting fares. Thought must be given to the

care of needy children who should go on the journey but can afford little or no money. Funds for such cases and for general expenses can be raised by the giving of school theatricals.

When the morning of the journey arrives there should be prayers and a hymn before the start is made. The children must enter the train quietly and must take turns to look out of the windows,* so that none should be tired. The teacher should describe well-known objects. In order to avoid tedium the children should be allowed to sing or play or ask and answer riddles. They should also get into the way of receiving suggestions from the teachers. Strict marching order should only be ordered in public places. If the children become tired they should sing under the leadership of the teacher. The children should be allowed a little rest after two or three hours walking. They must have no alcohol, but may have a little water or milk or lemon juice on sugar. If possible, there should be half a day's rest after three or four days' marching. The chief meal should be in the evening (not too late) and should be hot and plentiful. In the daytime the children should have cold food, unless very tired, when they should have coffee or good soup. The teachers should have their meals with, and keep with the scholars. After supper there should be songs if the place is suitable, and they should be followed by prayers. Bed should be quite early, after bathing the feet and rubbing them with tallow. The teachers in the evening should do the shopping for the next day. On Sundays the children should be taken to church. Postcards should be written to the parents. Presents should be bought that will recall the journey, and the pupils should be encouraged to talk among themselves about the journey, to make notes and sketches, to use the Journey Card and the compass and to measure distances.

After the journey is done the teachers engaged should have a consultation as to the conduct of the journey, as to the sights seen, and as to the behaviour of the scholars. In serious cases of misbehaviour the question of punishment must be very seriously considered, as everything depends on the maintenance of discipline. The leader of the journey should keep a Minute as to the results of this conference for reference later on. It is always to be remembered that the preparation for the journey, as well as the journey itself, must be an organic part of the school life. After a school journey, the leader should spend a few hours in the effort to get a clear registered impression of results. There is little opportunity to do this on the journey itself. During the following period of school life the teacher ought to go back to the experiences of the expedition. These experiences will be found of value in teaching history and geography, and in lessons on Nature-study and singing, and the

* In fact this is a very questionable suggestion. The quick motion of the train causes the eyes to move too rapidly and continuously with the result that eye-strain and headache are induced. The fatigue that arises from railway travelling generally arises from this habit of looking out of the window.

scholars also will be found to realise the use of the journey. The teacher should give his pupils a short account of the educational value of the journey. The journey will be found to bring together important material for teaching purposes and to supply special pedagogic and didactic experiences. Moreover, one journey will supply material and experience for the next journey, and will show how the educational idea of the school journey may be extended.

Herr E. Scholz, of Jena, in his paper on the School Journey,* goes over much the same ground, but he gives us some further details as to preparation that may be quoted with advantage. The children should have a complete set of clothing in good condition. They should have strong shoes, but not new. Lace shoes are the best. Each child should carry in a knapsack one or two shirts with collars, two pairs of stockings, two or three handkerchiefs, slippers, preferably of leather, a towel, washing flannel, soap, tooth-brush, comb or hair-brushes, grease for the feet,† overcoat in case of violent rain, shawl or plaid (an umbrella is not of much use). In order to lessen the amount of luggage each division should take one clothes-brush, two shoe-brushes, shoe-grease and rags, needles, thread, buttons, and a drinking vessel. For the whole party there should be one small medicine chest containing remedies for upset stomachs and accidents; telescope, compass, tape measure, small plant press, insect-bottles, geological hammer, and sometimes an aneroid and pedometer. A horn is useful to collect the children, but drums and musical instruments are troublesome. The start each day should be both early and strenuous. A slack start makes a slack journey. The leaders must be first on the spot. Notes of the previous day's journey should be made before breakfast. Before the start the disposition of baggage (especially of the day's food) must be made, with arrangements as to carriage by different divisions of the party. The principal part of the day's work should ordinarily be done in the morning.

It will be generally admitted that many or most of the ideas and suggestions here made by practical German teachers are of value, though doubtless some modifications are necessary when the school journey is made in other countries. If we now turn from the suggestions of the pedagogic theorists to actual school journeys and criticism on such journeys, we shall understand the German methods a little better. Miss Catherine I. Dodd has described at length a school journey‡ from Jena, and as this is likely to be as favourable a specimen of a German expedition

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* *See Encyklopädisches Handbuch der Pädagogik*, Band vi., pp. 486–505 *Schulreise* by E. Scholz (Langensalza, 1899).

† Attention to the condition of the toe-nails and general preparation of the feet for walking is a very important detail and should be impressed on the pupils. The use of the tooth-brush is not mentioned by English writers. It is most important, as many ailments are directly traceable to the neglect of the teeth.

‡ "A School Journey in Germany." (*National Review*, November, 1897.)

as will be found I propose to deal with it here. Miss Dodd tells us :—

"Every day in the German schools, particularly in those professing Herbartian principles in Middle Germany, one finds classes of children in the garden, by the river, in the slate quarry, or rambling through the forest. These excursions are not taken at haphazard, they are closely interwoven with the whole course of instruction. If the boys are studying Luther, they visit Eisleben, the Wartburg, and Wittenburg, and history becomes a reality to them, as they see the ink-stains on Luther's table, and the church door to which he affixed his propositions. Before they are permitted to use any general geographical terms, the concrete realities must be perfectly clear to them. Real rivers, valleys, and hills are carefully studied before maps and definitions are used. No opportunity is neglected of giving the children real knowledge of things and events which they may see and think about for themselves. Short excursions are daily occurrences, and are to be found on every time-table, but the school journey proper is a systematic and serious event, which lasts from two to fourteen days. The school journey begins in the third school year, when the boys are eight years of age. A boy of fourteen who has completed his eighth school year has probably made five journeys during his school life." Miss Dodd in 1897 "accompanied the boys of the third school year on their first school journey, which took place at the end of September." Preparatory to the journey a geography lesson was given on the Galgenberg overlooking the Saale and the valley in which Jena lies. The children pointed out the features of the neighbourhood. The district to be visited, the Unstrutthal, was described in class with a blackboard. The children were instructed how to observe churches and castles. Boys of the fourth year told their experiences to the boys of the third year about to start on this journey. A general geography lesson on the district to be visited dealt with its towns, rivers, railways, manufactures and products. On the day before the journey there was a knapsack drill.

"The boots and clothes of the boys were carefully examined by the master, and all useless items were discarded from knapsacks. At 6.30 in the morning we started by rail from Jena. Our party consisted of about fifteen small boys of eight years, the Head Master of the Jena Pedagogical Seminary, and two students of pedagogy and philosphy. One was a Servian, whom we all called "the little Pestalozzi" because of his affection and tenderness towards children, and the other was a buoyant Bulgarian. Both these men were studying Herbartian principles of education in Jena, with the intention of organising similar schools in their own countries later."

The party discussed the journey and sang in the train until Grossheringen was reached at 7.30 a.m. Thence the party walked to the confluence of the Elbe and the Saale. Questions were asked as to the different colours and rates of flow of the two rivers. A talk followed about the Slavs and the defence organised against

them by knights and by means of fortified castles. The children were told that the Servians and Bulgarians were Slavs. A war-game followed. The children tried the echo on the way up to the Saaleck but apparently it was not explained to them. A talk followed about ravens and autumn leaves and fruits. The party reached Rudelsburg at 9.30 a.m., and bought at an inn coffee and black bread, and also post cards for the parents. Here was a war monument to students who fell in the war of 1870: "war monuments are the chief things in Germany," one child exclaimed. The party descended again into the valley and along the Saale and watched the manure being spread upon the fields, and a talk followed about the preparation for the spring crops. The troop now reached the beech avenue to the Bucken Halle. Here they rested from eleven to twelve, and then moved on along a chestnut avenue. From the highway they saw groups of women in the fields gathering potatoes and burning weeds. On reaching Kösen the boys had their dinner of black bread and sausage. Miss Dodd here left the party and rested, rejoining them at the railway station at 3.0 p.m. Here the train (third class) was taken for Naumburg to visit the twelfth century cathedral. In the cool crypt the boys took off their packs and sang a hymn. They then passed on to ascend a tower while the exhausted Miss Dodd sped away for a cup of tea. Seven o'clock found the travellers still at work. A little later they all partook of a meal at an inn where the boys were served with "soup, beef-steak, potatoes, black bread, stewed fruit and wheat-beer," for seven pence a head. They ate, we are told, in orderly fashion, and said grace before and after the meal. They then resumed their journey arriving at Freiburg by train at ten at night. It was a star-lit night and as the boys trotted along the quaint cobbled streets to the inn they made out the chief constellations. Miss Dodd adds: "Some of the boys had bedrooms, but most of them slept in a large room above the stables in improvised beds, the Servian slept with them. I assisted at the undressing of the boys, and attended to bruises and cuts, while the landlord and stablemen held the lanterns to give me light. The next day was less fatiguing and more interesting. I considered the physical strain upon the boys too severe the first day, but when I made this objection to the master he urged that German children are accustomed to long days out of doors, and further that the school journey aims at training the boys in endurance." Certainly the school journey described by Miss Dodd has few points to recommend it from the point of view of English scholars. A seventeen-hour day for children of 8 years filled with very tiring physical and mental exercise is absolutely indefensible from any educational point of view. There is nothing humanising, nothing of the spirit of any of the great English, French, or German educationalists in such an experiment. The principle of wearing the children out is, however, definitely accepted in Germany, and no protest is likely to affect any change. There is, fortunately, no probability of these excesses being adopted in this country where the new tendency is to adapt the educational system to the individual, and not to make a Procrus-

tean bed for the children of the land. Of course much depends upon the type of children who are the subject of an educational system. The German children who were the subject of the Jena experiment described by Miss Dodd certainly were peculiarly well suited to the test. We are told that "the boys behaved well during the whole time, there was not the least trouble with them. Their obedience was perfect, they did as they were told promptly, and they always asked permission before they attempted to do the slightest thing that might interfere with the harmony of the party. There was a touch of military discipline about the regulations of the school journey, but it was tempered by much geniality and kindness on the part of the masters. The German has infinite patience and tenderness in dealing with children; that is why he makes such an admirable school-master.* There is something very human in the treatment of children which strikes the visitor on entering German and Swiss schools, and one no longer wonders that Froebels and Pestalozzis arose in these countries. We have elaborate time-tables and we teach many things in our schools, but we too often miss the humanising element. If children are to become right-thinking, right-acting human beings, we must put them into proper relation with mankind and with their environment. The school journey is one means towards this end, and if we could induce our school teachers to spend some part of the school time out of doors with their classes, we might produce more intelligent and thoughtful men and women."

The German system as described by Miss Dodd, however, is scarcely defensible taken as a whole, though an analysis of its various parts gives us some admirable results. But no formal educational method can be applied for seventeen successive hours without producing obedient dulness and all the other evils of the barrack system of education. Miss Dodd, in the beginning of a paper on a school journey in Derbyshire, quotes the following passage from Pestalozzi's journal in 1774 in which he records his little son's education: "Lead your child out into Nature, teach him on the hill top, and in the valleys. There he will listen better, and the sense of freedom will give him more strength to overcome difficulties. But in these hours of freedom let him be taught by Nature rather than by you. Should a bird sing, or an insect hum on a leaf, at once stop your talk; bird and insect are teaching him; you may be silent." It can hardly be said that the German method follows Pestalozzi's ideas, which were to bring the child unconsciously within the educative influence of Nature and to let Nature do her work.

In an unpublished paper from which I have been allowed to quote, Mr. F. D. Acland, who spent five months in Jena in 1899 (two years later than the journey described by Miss Dodd), throws a great deal of light on the best German methods. The conceptions of Dr. Rein and the Herbartian school of thought that he represents are probably nearer to English educational

* It will be noticed that this view is definitely challenged below.

ideals than the theory that underlies the work of the average German teacher. But it must be remembered that what we learn at Jena is not characteristic of all Germany or even of all Middle Germany. We are learning of a great and practical thinker, not of a nation. "The main lesson to be learnt from Rein's organisation . . . . is this, that the existence of an adequate number of well-educated, well-trained teachers, not only interested in their work but willing to work at their work, lies at the root of every educational problem both in the primary and the secondary sphere . . . . ." But "Rein and the German Herbartians do not see that certain essential points of good character, though gained at school, cannot in their very essence be gained through instruction." It is not true that the formal end of education can be gained through instruction. Pestalozzi, as we have seen, knew this well enough. In Jena, however, there is "neglect in the theory of the non-instructional side of training." "The school garden, the school journey, and the celebration of national festivals, though placed most excellently in the Herbartian theory with a view to knitting together and engraving on the pupil's mind the particular interest-matter that he has acquired, by no means replace the many and varied methods in which English children are helped to stimulate their own and each others thoughts, actions, and characters."

Even in the hands of the teachers from Dr. Rein's Practising School the German school journey does not attain the objects aimed at. We have seen the journey that Miss Dodd accompanied. It will be useful to compare our ideas of that journey with the ideas that the writer just quoted had of the Jena journeys in 1899. The school journeys at Jena have been for some years most interesting studies. "The appropriate instruction is planned out for each step of the way. The number of minutes to be given to a formal listening to the murmuring of the brooks is elaborately settled beforehand. The school journey is meant to put the apex upon the instruction of the year in every subject, and certainly does so if only the children are not starved when they come to the critical points. But from the side of the German teacher at any rate there is no endeavour either to let the boys range and find their own interests, or to help them by talk and encouragement to a full enjoyment of the occasion. The march is like that of a little army, the boys are to notice what they are told. There is little sympathy or real friendliness, little of the helping of character by character in which an English school journey conducted by good masters would be so rich. The very postcards written home must be *viséd* by the teacher, and must be made grammatical. It appears that the German teacher turns his efforts too much to the production of the average type and neglects the individuality of the unit."

The German teacher's reply is that this is the fault of the State, which demands the evolution of a high average type rather than the cultivation of genius and individuality. Certainly in the matter of school journeys there is much to be learned in England from the facts as to German school journeys. State

control and organisation are as necessary here as in Germany, and the school journey can never become general and efficient until it is the subject of special control and organisation, but there is certainly no need to imitate slavishly even the best German methods, though we must remember that Dr. Rein and others place at our disposal suggestions which, taken in detail, are of the greatest value. The spirit of the system must be English and not German. There is, however, an immense amount to be learned from the material collected by the various German specialists. One instance of their thoroughness will suffice. In all the English literature that I have read on the subject of school journeys I have seen no note on the problems of hygiene that are necessarily related to such excursions. Yet it is obvious that the dangers of contracting serious diseases are not slight; in strange inns and boarding houses germs of every kind may lurk. The picture drawn by Fräulein Wilhelmine Geissler in her exhaustive monograph on the subject* is gruesome but not exaggerated. One may contract fearful diseases by drinking from an unwashed glass. This monograph might usefully be translated for the use of leaders of school expeditions. Meantime it is necessary to impress upon all who are organising school journeys the necessity of scrupulous care in all questions relating to possible contagion, whether arising from the use of linen, towels, glass, crockery, and food, or connected with the sanitary arrangements in the places visited on the march. The most ordinary precautions are often overlooked. Probably few organisers carry with them a supply of disinfectants. Yet such a supply is a necessity, and should be used freely in all lavatories that are at the disposal of the children.

Miss Dodd, who has had useful experience of school journeys in Belgium and Hungary and England, as well as Germany, evidently bases her idea of what a school journey should be upon the methods recommended by Pestalozzi, despite her praise of the methods of Jena. It will, therefore, be interesting to be taken by her on a Girls' School Journey in Derbyshire.† The expedition was organised in June, 1902, by twenty women teachers, who were being trained at the Owens College, Manchester. The children (including two boys) were drawn from the Owens Practising School, and were from eight to twelve years of age.

The map of the road from Hayfield to Glossop was drawn and studied before starting. The children were told what luggage to bring, and the student-teachers were given full instructions. Some were to lead and find the way and so help to carry out the programme. Others were to form a rear-guard to encourage stragglers, and even carry them if tired. Others were caterers and were to find places for lunch and rest. Others were nurses, with needle, thread, lint, and plaster for accidents. Others were

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* *Pädagogisch-Hygienische Betrachtungen für Schulausflüge.* (Neue Jahrbücher für Pädagogik. B. G. Teubner. Leipzig, 1907.)

† "A School Journey in Derbyshire," by Catherine I. Dodd. (*National Review*, August, 1902.)

teachers, with special information on the subject matters that would arise on the journey. Others were reporters and critics. Others again were 'ladies-in-waiting and ladies-of-the-bed-chamber.' "The latter supervised the washing and dressing operations of the children, and were responsible for the neat appearances of their charges, and the proper changes of pinafores and blouses."

In the train the party talked about mile-posts and the country passed through. On arriving at Hayfield, the caterers collected the luggage and found a carriage for it to Park Hill; the leaders started to find the way, while a short lesson was given about the Great Central Railway. The party then marched through the village along the highway, and then along a stream to "a wooded hillside close to the moors and mountains." All the natural objects and birds and flowers were talked about. After resting, the rubbish brought by the children was burnt to prevent the leaving of litter. The school-song was then sung, the farm visited and milk drunk, and then the children rambled away into the wild country to a place where sheep were waiting to be washed. Here the children sat down on the hillside and ate chocolate. A march along a moor, with a lesson about the moor, followed this, and three miles took the party to Park Hall (which had been acquired by the Co-operative Holiday Association), where all were to be lodged and fed. Very special terms were made for the entertainment of the party, and the cost of the whole expedition (three days), including fares, was less than 9s. a head per child.* At 6.30 p.m. children and students sat down together to a hot meal, and then, after the children had written post cards home and had filled up their records of the journey and had gone to bed, a conference was held at 9.0 p.m. discussing the events of the day, and by 10.30 p.m. all were in bed. On the second day breakfast was at 8.0 a.m., and the children assembled before this hour in the garden and sang a hymn. The march began at 8.30 a.m., and, despite the rain, the day was a success. "A day's walk together does more to establish relations than six months in a class room," observed one student. "Yes," replied another; "and you feel differently for ever towards a child after you have washed it." An antiquarian friend joined the party, and gave much information, and this was supplemented by talks on botany. "Everybody was wet and weary when Charlesworth was reached." Refuge was taken in the chapel, and a lesson was given on the history of the place. Lunch was eaten in the vestry—"Piles upon piles of bread and butter, hard-boiled eggs, and cheese."

Then the party marched on to the Roman Camp and Quarry. "The Romans must have lived, or they couldn't have made a camp," observed a girl of eleven. After lunch the march was resumed to Glossop, and after tea a visit was paid to the paper mills. Logs from Norway were examined with interest. Wagonettes took the whole party back to Park Hall.

* This is heavy compared with the cost of the journey in the same district next described.

On the third day school was held on the moors in the morning, and the lessons of the previous days were recapitulated and revised, and some attempt was made to arrange the material accumulated on the journey in the children's note books, and (which was more important) in their minds. There was also a very successful singing lesson on the moor. After the midday meal there was a ramble in the grounds, and at tea the children were joined by parents who visited the party and returned with them to Manchester in the evening.

It will be useful to compare this account of a girls' school journey with the boys' journey in the same district presently to be described.

It is unnecessary here to deal at length with the school journeys organised from 1877 to 1900, by Mr. Joseph H. Cowham, of the Westminster Training College, as the Board of Education have already issued a competent monograph by Mr. Cowham dealing in detail with these journeys.* It will be sufficient to quote Sir H. Evelyn Oakeley's report† on these journeys. He says:—

"The study of geography at this college (Westminster) has for twenty years been supplemented by a 'School Journey' from Croydon to Godstone, under the guidance of the Master of Method (Mr. Cowham). Before it, maps and plans of the district are drawn, and the general arrangement of the geological formations is studied, viz., the flat clay district of Norwood, the undulating chalk areas beyond Croydon, and the picturesque district of Caterham, due to the presence of sands and gravels in the midst of and upon the chalk. The value of thus connecting the facts of geography with their causes, and of exercising judgment and reason in place of a mere remembrance of names, is obvious. This is the best way to teach geography, and I am glad to learn that some teachers who have been at Westminster have taken groups of their scholars in a similar manner."

Mr. Cowham, out of his long experience, summarises the advantage of the School Journey as follows:—

"(1) Accurate first-hand knowledge of a given limited and readily accessible area is formed. This first-hand knowledge—full, accurate and permanent—gives a possession of high value for purposes of gaining clear notions of districts which cannot be similarly visited.

"(2) The power to observe is quickened, and, at the same time, ability to concentrate effort upon a few well-defined objects in the midst of great profusion and variety of material is gradually acquired.

'(3) A few truths, strikingly illustrated, and capable of wide application, are established in every journey. The accumulation of many isolated facts is avoided.

"(4) The power to apply knowledge in possession to the acquisition of further knowledge, provides both a means and a stimulus for the exercise of self-effort.

"(5) Besides being of direct service in the acquisition of reliable knowledge, the participation in a few 'School Journeys' enables the pupil to use his after School rambles and exercises rationally, and with pleasure to himself and others.

* The School Journey (London to Caterham) made by Students at the Westminster Training College, 1877–1900. *See* Board of Education. Special Reports on Educational Subjects. Vol. 8, p. 625 *ff.* (Cd. 835. 1902.)

† *See* Report of the Committee of Council on Education (England and Wales) with Appendix 1898–99, p. 354. (Cd. 9401. 1899.)

"(6) In some accounts it has been deemed advisable to limit participation in the 'School Journey' to those deserving of prize or distinction. No such limit is advised here. Frequently the dull and indifferent boy in school and bookwork proves both active and interested in the outdoor effort. This activity, aroused by the outdoor exercise, reacts upon the scholar's effort in the school.

"(7) Lastly, the social and æsthetic advantages are not overlooked. A love of nature is engendered. Teacher and scholar display mutual sympathy and regard. School work is intellectually benefited and school life is morally elevated.'

Mr. Cowham's work, of course, was with students approaching adolescence and not with children, but he certainly went to the root of the matter if we may judge from the work of Mr. G. G. Lewis, one of the thousand or more English teachers who have accompanied Mr. Cowham on the Caterham ramble and learnt his methods and ideas.

Before considering the admirable work of the Kentish Town Road London County Council School, under Mr. Lewis, it will be found convenient to refer to certain other school journeys to some of which the Kentish Town journeys are largely indebted.

A scheme of school journeys adopted by the Barnsley School Board in 1899* was certainly a very considerable contribution to the practice of school journeys. It was a scheme of six organically connected visits to various places at stated intervals, each visit occupying one day. "There are great advantages in allowing intervals of school work, because not only will the scholars more thoroughly assimilate previous instruction, but be efficiently prepared for the next journey by collecting, comparing, and arranging the various branches of information bearing upon that district." The preparation for each journey was, of course, a matter of vital importance. A time-table of outdoor instruction had to be drawn up, the exact route had to be studied beforehand; maps had to be prepared by the children with times and distances carefully noted. It was a definite rule that not too much was to be attempted either in distance or instruction. The expenses of the journey are paid by the scholars. This is arranged as follows:—Six months before the scheme took effect parents were told and invited to allow the children to contribute small weekly payments. The idea was taken up with great enthusiasm, and more was contributed than was needed. The children took their own provisions with them on their day journeys, which occupied the school hours of the day. On the appointed day they assembled as usual, and started as soon as the register was marked, returning in time for the school dismissal in the afternoon. This practice was adopted at the Central Higher Grade School, Barnsley. Mr. J. Matthew England, the organiser of these walks, attributed the following benefits to the system:—

(1) It suggests a return to more natural methods of acquiring knowledge, and a revolt from that dependence on books which saps the power of acquiring knowledge by means of personal selection at first hand.

* Three School Journeys in Yorkshire in 1899. *See* Board of Education. Special Reports on Educational Subjects, Vol. 8, p. 605. ff. (Cd. 835. 1902.)

(2) It gives a physical and moral training. "For a race of explorers and colonisers this is much better than a fortnight's military drill at a boys' camp. The organiser of the journey can utilise the varied physical and intellectual powers of his company, assigning to each different duties and researches according to taste and ability, and combine all their work so as to achieve a definite end, like a leader of a great scientific expedition."

It should be noted that in the scheme of each visit are described the place visited, its natural features, geography, botany, natural history, historical associations, and industries.

An interesting journey (noted in the same report) was that on July 20th, 1899, of eighteen boys from Thornhill Board School, Rotherham, led by the headmaster, Mr. Joseph Wollman, and Mr. W. J. Flamank (a certificated teacher). The start was made at 9.40 and "we had timed ourselves to be at the various halting places so as to be able to keep up a speed of not more than three miles an hour, and this plan worked excellently." An excellent itinerary of this journey is supplied. The journey was to Roche Abbey, Sandbeck, and Firbeck. It was, we are told, a long climb from Wellgate to Broom (A.S. "brum"= healthy) and then on to Wickersley with the traditionally haunted grange. The architecture of the church was discussed. Then the party passed on to Bramley and across a little stream to Maltby. A spring of very cold unfailing water out of rocks by the road was noted. In a village called Market or Butter Cross (cf. Charing and other crosses) an old cross, with steps and mouldings, was noticed. Very lovely scenery from Maltby, with view of the village was observed. One boy wished that he was an artist. The party went on through Norwood Glade and were there told the history of Roche or "Rock" Abbey—a Cistercian House of the twelfth century. No plans are known of this lovely Abbey with its beautiful tracery. Stone coffins were noticed. An effort was made to recall the actual life of the monks. In the village of Stone cave dwellings in the rocks containing fireplaces were noticed. In Sandbeck Park attention was called to the deer. Firbeck Hamlet was reached at 2.30 p.m., and the return journey was made by way of the fields to the Abbey, and on as before through Maltby, where refreshments were taken. The party arrived at Rotherham at 6.45 p.m., having walked twenty miles.

The third Yorkshire journey was made on 13th July, 1899, by fifteen boys from the Doncaster Corporation School. It was a half-day journey and the boys started at 2 p.m. in showery weather. They had been told to bring light waterproof coats, if available, or umbrellas, a copy of "Ivanhoe" with marked passages, a bag for specimens, and a note book. The whole of the arrangements were carefully planned beforehand, and the leader of the party had made himself acquainted with the district to be traversed. The route to Conisboro' was selected because it is interesting and attractive, and supplied historic associations that appeal to boys. It is, moreover, rich in botanic specimens, and is connected by train with Doncaster. The actual route taken was the valley of the Don to Conisboro' by way of Balby, Sprotboro',

Levitt Hag, and "The Cliffs." The party first passed through Balby, a suburb of Doncaster. Here the Quakers met under George Fox. This fact gave the opportunity for a discussion of the term Quaker. The valley of the Don was part of the great forest in which Robin Hood roamed. Its appearance in the time of Ivanhoe and the changes that have since come were described. Sprotboro' church, with its "stone sanctuary chair," of which there are only three in England, was visited. The boys also saw the site of the old boat house where Sir Walter Scott wrote "Ivanhoe." Levitt Hag is a limestone district, and here the lime-kilns could be seen and certain chemical processes, as well as important fossils. The wooded cliffs supplied a valuable botany lesson, while Conisboro' Castle afforded a variety of information. It is an ancient site—Caer Conan (British), Conan Brygh (Saxon),—on a height between the town and river. The attention of the boys was drawn to the moat and drawbridge, to the court-yard with its Saxon walls, to the cylindrical Norman keep. The boys returned by train, reaching home at 7.30. It is to be noted of this journey that frequent attention was drawn to the beauty of the landscape and of the flowers seen on the way. Each boy wrote out an account of the journey of which the best, an excellent essay, was printed. The boys were bright and intelligent. There was no apparent restraint and conversation was encouraged, yet complete control was retained. The total cost of the trip was 20s. or not much above 1s. per head.

It is quite clear that journeys of this sort can and should be taken in every part of England. There is no part where there are not places full of historical associations within a short distance, where, in fact, all the advantages of this Doncaster journey cannot be obtained. This is particularly the case in London where, in the vast majority of cases, boys and girls are entirely ignorant of the historical significance of their surroundings. Even in Greenwich, the most historical spot in England, the children are generally profoundly ignorant of the history of the place. The present writer has led several school journeys of very poor children in Greenwich Park with gratifying results. Short journeys to Greenwich Park, Greenwich Hospital, Blackheath, and Eltham might well occupy the attention of all the school children in South London instead of a mere handful.

As we shall see directly, admirable work is done by some schools on the other side of London, on Hampstead Heath.

For the moment I wish, however, to refer to longer journeys by London children. The excursions from the Bellenden Road Higher Grade School have now become notable facts in the progress of education in London. The excursion this year was the twelfth that has been organised out of London. At Easter, 1906 (Saturday, April 14th to Saturday, April 21st), the journey to the Wye Valley was carried out. There was a large party of 55 individuals in all, composed as follows:—

Boys :	4th Standard	6	
	5th „	7	
	6th „	15	
	7th „	4	and a bugler.
Ex.	7th „	11	and 1.
Ex.	„	3	
		48	
Organisers		2	
Leader (Mr. W. T. Hazlett) ...		1	
Head Master and House Master		2	
Visitors		2	
		55	

Each boy is asked to take

(A) Grocer's "Empty" with lid, pasted over with brown paper, containing—
  (1) Clothes—better suit for Sunday, cricket shirt or warm jersey and cheap boot brush.
  (2) Comb and brush, soap, towel and slippers.

(B) On his person—
  (1) A Guide book.
  (2) Note book, pen and pencil.
  (3) Overcoat (absolutely essential).
  (4) Compass, if possible.

(C) Lunch for Saturday, April 14th, in satchel.

Pocket money is to be entered in the Pocket Money Account at the end of the Guide and to be initialed by parents. Accounts must be made up and checked every day. The boys were definitely instructed not to go near the river on their own account, nor to leave the hotel without permission.

The Guide gives a clear idea of the Journey. The programme was as follows:—

Saturday, April 14th.—Peckham Rye station at 7.0 a.m. Depart Paddington 9.0 a.m. Lunch after leaving Swindon (11.5 a.m.). 1.15 p.m. Gloucester Cathedral. 3.30 p.m. Gloucester station. 4.25 p.m. arrive Ross. 5.0 p.m. tea. Bed early.

Sunday, April 15th.—11.0 a.m. Divine service. 1.0 p.m. dinner. 2.0 p.m. walk. 6.0 p.m. tea. Letters home in evening.

Monday, April 16th.—8.30 a.m. a walk. Home 5.0 p.m. for dinner.

Tuesday, April 17th.—Depart Ross station 8.15 a.m. Day out. Home 5.0 p.m. for dinner.

Wednesday, April 18th—Day in brakes, leave 9.0 a.m. Home, dinner 7.0 p.m.

Thursday, April 19th.—Leave on a visit to Tintern. Dinner 5.0 p.m. At 6.30 p.m. visit to the Vicar of Ross.

Friday, April 20th.—Start 10 a.m. for day out in brakes. Lunch at noon. Dinner 5.0 p.m. Pack up and label luggage.

Saturday, April 21st.—Luggage finally packed. Trip by steamer up the Wye at 10 a.m. Dinner at 2 p.m. Leave Ross station 4.45 p.m. Gloucester station 5.45 p.m. Paddington 8.30 p.m. Peckham Rye 10.17 p.m.

The Guide goes on to describe Ross, with map of the district, shewing the various excursions. The description of the Railway Journey is important; we have next an account of Gloucester, with a sketch plan of the Cathedral and sketches of arches in

the four styles of English architecture. Then comes a description of Tintern Abbey, with a sketch plan and other sketches showing the chief characteristics of English architecture. There are full maps and descriptions of the excursions (scale: 1 mile to the inch). Following this are (1) "The romance of a river and a retrospect" tracing the life of past ages on its banks. (2) "Some names and their meanings," the great value of studying place names is dwelt upon: "try to get into the habit of never passing a place without trying to think of the meaning of its name." (3) Historical, scientific, and botanical notes. (4) Notes as to drawing maps in relief and how to obtain direction. A place for report and marks (100 for conduct, 40 for cleanliness, 160 for knowledge) is given; also grace, an evening hymn and a place for accounts. Prizes were offered to the boy who obtained the greatest number of marks. The written accounts of the week's work were to be brought in by 7th May, 1906.

The excursion in 1904, in the Chepstow district, on a similar plan, of 53 boys from the same school, was equally instructive. This expedition largely devoted itself to geological work, and made some interesting investigations into questions of fossils in the Forest of Dean and other places. The same school has done interesting work in the way of day excursions. An excursion to Greenwich and Woolwich was of considerable value. The boys took their lunch with them, railway cost 6d. each, and the tea cost the same sum. The preparation for this journey involved an elementary knowledge of geology and general knowledge of the London geologic basin. Train was taken at 8.45 a.m. from Peckham Rye station to Greenwich Park station. The Park and the Observatory were visited and described. The party next rambled over Blackheath and learned something of its history. Then the water spring in Westcombe Park was visited, and the party walked on to Charlton to the quarries, observing there the four geological strata.

(1) Blackheath pebbles.
(2) Woolwich beds.
(3) Thanet sands.
(4) Chalk with lime and flint.

The party reached home about 8 p.m. This was a long day for an English school journey. It was noted that when tired "the boys cover the ground with less of apparent effort when keeping step than when they saunter along in loose order." Each boy was expected to bring a hammer and satchel, small boxes for fragile shells, note book and pencil and a copy of the guide prepared at the school.

Another journey takes us along a river bank in Lancashire under the guidance of Mr. Thomas Crawshall. We are told that this type of school ramble is intended to "illustrate and enlarge" the teaching of the class room. "The school ramble should aim at supplying first-hand and direct knowledge of a variety of geographical facts sufficient to enable the scholar to acquire the

general notions which the geographical terms imply." It provides a fund of knowledge common to all. Careful preparation for the ramble is necessary. Country with well marked features should be chosen. The ramble should be carefully studied and rehearsed by the teacher. It should not be too long, but should be capable of being walked in three hours. Each scholar should have a sketch map of the district, drawn from the Ordnance map, and a pocket compass (of which he has been taught the use). In order to test the water movement of the country and to take samples, the children should take bottles with tightly fitting corks. Photographs should be taken on the journey. The observations of the children must be tactfully kept within the designed limits. It is to be noted by the children that the direction of water flow is told by the compass and the general flow should be compared with ripples and eddies. The whole river movement should be explained. It should be shown by throwing in corks that straight rivers flow fastest in the middle, because of the friction at the side, but that at a bend the river flows most quickly on the concave side where the water is deeper and there is least friction. The examples will teach children to suspend their judgment and think. Next, pebbles should be collected and classified. The river has rounded them, the shape tells part of their life history. When a mill is reached its uses must be explained; when an old village is entered its history must be told. In one place it is found that a wall which once ran alongside the river now lies partly across the river. The river bed has changed. A winding river causes fertility. Take a sample containing sediment of sand. Where does the sand come from? That can be told from its character. Where does it go? Partly to the sea and partly to overflowed lands. The river becomes precipitous. A stone and mound of the ice age is pointed out. The historical associations of the neighbourhood are described. During the Pilgrimage of Grace the last abbot of the monastery of Whalley was executed near the abbey. The last scene of all is from the high land whence the river can be seen winding its way to the sea, the valley resembling a huge dish. This is the "river basin." Tea is taken among the ruins of Whalley Abbey and then comes an evening march of five miles home with songs. "The account would be incomplete without a passing reference to the sympathy which every school journey develops between teacher and taught. The moral result is of the highest value, it softens the relationship between master and pupil throughout the entire range of school work."

I turn now to a group of the most valuable and interesting of the London experiments—those made at the Kentish Town Road London County Council School by the Headmaster, Mr. George G. Lewis. Mr. Lewis had been trained by Mr. Cowham and adopted some of his ideas and methods.

Here I propose rapidly to trace the three varieties of outdoor work done in connexion with the school in order to show how this type of organised nature study can be brought into organic union with school-room work. First came the open-air lessons

in school time—at least one per week and more in summer. The places visited for the purpose of these lessons are:—

(1) Parliament Fields.
(2) Hampstead.
(3) Highgate Woods.
(4) Golder's Hill.
(5) South Kensington and Jermyn Street Museums.
(6) Zoological Gardens.

In the case of (1) and (2) the boys walk—a mile distant—and take the tram back if they choose. In these cases the party leaves the school at 2.40, and the lesson lasts from 3 to 4.30. In the cases of Highgate Woods and Golder's Hill the boys bring their lunch in the morning and the party starts at mid-day. The lesson lasts from 2 to 3.30. The train brings the boys part of the way home. Each boy in the Kentish Town Road School has from ten to twelve of these journey-lessons in the year. I print in Appendix B. Mr. Lewis' scheme of open-air lessons, but I feel compelled to mention here one important note made by him. He says, "I am a great believer in the value of trees as a Nature-study. Hardly a school in the kingdom is unable to get to a tree, and one tree alone will supply heaps of lessons. It is a big thing, and trains children to observe big things as well as small."

Of course the work varies with the district. As Mr. Lewis says, "Some schools will have quarries at hand, others will be near the sea, whilst others again may be surrounded by a wealth of plants and animal life. In any case, however, it will probably be wise to call the first two or three sets experimental. This will give a considerable amount of freedom, and preserve the teacher from criticism if one or two mistakes should be made in these earlier attempts."

The Saturday excursions are more ambitious, and, moreover, cost something in the shape of money. Being out of school hours both pupils and teachers "feel that pleasure rather than instruction should occupy the first place," and the instruction, though valuable, is usually of a disconnected nature. There are about four of these excursions in the year. The Kentish Town scholars have visited Kew Gardens and River Thames (at a cost per head of 5*d.*); Richmond Park—pond dipping (at a cost per head of 7*d.*); Epping Forest (at a cost per head of one shilling for tea and railway fare); and Greenwich and Charlton.

The third class of outdoor educational work done in connection with the Kentish Town school is the Easter Educational Trip organised by Mr. Lewis and his colleagues, Messrs. C. J. Rose and F. Wilton. The excursion lasts eight days, and Chepstow or Abergavenny are taken as the centre. The cost of the excursion is fixed at 22*s.*, but as it was found that the boys had each several shillings pocket money, an extra trip was arranged at the cost of fourteen pence. The expenditure per head was as follows:—Board and lodging 11*s.*; railway fares to Chepstow and back, 6*s.* 3*d.*; excursions to Tintern, Forest of Dean, Abergavenny, 3*s.*; extra teas on journeys, 10*d.*; admission to Tintern and Gloucester Cathedral, 5*d.*; cartage of luggage and tips, 8*d.*;

maps, guide books expenses, 6*d.*; sundries—medicine, postage, 3*d.*; balance voted to photographic souvenirs for managers, etc., 3*d.*; total, 23*s.* 2*d.*

Thirty-one boys joined the Chepstow trip. Of these twenty paid the full amount while eleven boys were helped out of a fund of £6 15s. contributed by managers and friends. The Guide Book placed before the boys a scheme of the journey, which in elaboration and attention to detail challenges comparison with the methods of Jena. The only omissions are the absence of any references to a tooth-brush or boots. Each boy is directed to take in his box a better suit for Sunday, extra shirt, stockings, collars, slippers and light shoes, brush and comb, soaps and towel, hammer and satchel, two tins for specimens. On the person were to be carried an overcoat (absolutely essential), if possible an old umbrella, the Guide Book, note book and pencil. The boys were recommended to wear a warm jersey, and to reserve collars for Sunday.

The start was made early on Saturday, April 14th, 1906, when the boys met Mr. Rose and Mr. Wilton at 6.0 a.m. inside the booking office at the Kentish Town Midland Station and made their way by train to Paddington—each boy carrying his box through the subway from Praed Street. Reserved carriages from Paddington at 7.30 brought the party to Chalford by 9.55 a.m. The day was spent in this country district and the train journey was resumed from Chalford in the Cotswolds at 5.53 p.m. Chepstow was reached at 8.30 p.m., and a hot supper at 9.0 ended a long exciting day. The week that followed has no day so long with the exception of Saturday, April 21st, when the start was made at 7.30 a.m. and home was not reached till after 9.30 p.m.

Mr. C. J. Rose summarised * the results of the excursion as follows:—

"Physical improvement has, of course, been attained by eight days' out-door life, and the brown faces of the boys and pleased remarks of parents on arrival home, testify to good results. The mental part—which the teachers tested daily by means of a *viva voce* examination—was provided by walking excursions along the banks and cliffs of the Wye and Severn, visits by rail to Tintern Abbey and the Forest of Dean, winding up with an excursion to Abergavenny and an ascent of the Sugar Loaf Mountain. Space does not permit to tell how every day was spent, but historical, geological and geographical knowledge and general nature study of plants and animals were assimilated by the children as heartily and happily as they ate their meals. Great kindness was shown to the party by ladies and gentlemen of the country. On Sunday the grounds and magnificent cliffs of Penmoel were explored, by kind permission of Mrs. Price, who also assisted with the Abergavenny trip; Mr. H. Clay, of Piercefield Park, gave permission to pass through his grounds on the way to the Wyndcliff, thus providing the boys with geographical and

* *Gloucester Citizen*, April 25th, 1906.

Nature-study observations. A profitable time was spent at Sedbury Park, where Colonel Marling, V.C., showed the party, among other interesting things, relics of the siege of Ladysmith, and fossil remains from the cliffs, afterwards personally conducting them to Offa's Dyke and Ledbury Cliff. The party is also indebted to Mr. George, the estate agent, for the trouble he took to make the visit agreeable. His Grace the Duke of Beaufort generously granted free admission to Chepstow Castle, while the party were extremely fortunate in having such a competent authority as Mr. Philip Baylis, Crown Surveyor of the Forest of Dean, to conduct them over the grand old ruin of Tintern. Add to this that a day was spent on the Cotswolds on the outward journey by detraining at Chalford, and nearly six hours were spent in examining the unique features of interest connected with the fair city of Gloucester and its Cathedral on the return to London, and it will be seen that the boys had an ample week's education, thanks to the energy of the organiser, Mr. G. G. Lewis, supported by Mr. C. J. Rose and Mr. Wilton, the treasurer, while Mrs. Lewis gave unobtrusive yet no less valuable help by acting as mother to the party.

"Fully to appreciate the moral results, it is almost necessary to spend the week with the boys. Acts of kindness one to another; daily converse with teachers and comrades; the necessity of helping themselves; and the partaking of pleasure without an admixture of hooliganism, did more than years of ordinary school life would do in fastening habits of good fellowship, self-reliance and unselfishness, and taught the children how to spend a holiday intelligently and happily."

The Guide Book was a great help. It contained "maps of Gloucester, Newnham, Chepstow, Forest of Dean, and a contour map of the Wye district, plan of Gloucester Cathedral, Tintern Abbey and Chepstow Castle, notes on coal, river, and valley work, stratification, rocks and hill outlines, while sketches of the fossils to be found in the coal shales and limestone rocks were given. . . . . In addition a relief contour plan, showing each rise of 50 feet, was taken in a box made by the boys at the manual training centre." The Headmaster of the Tredworth school and his scholars met the party on Saturday, 21st April, at Gloucester, and took them over the town, while on the Thursday at Tintern the party met another school expedition from the Bellenden Road School in South London. It will probably be more frequent in the future for School Journeys to intersect than it is now.

The success of the 1906 excursions justified a further experiment. Messrs. Lewis, Rose and Wilton, and Mrs. Lewis, in the first week of April this year, took a party of 42 boys, including two aged seven years, to the Abergavenny and River Usk area. The journey was broken at Great Malvern and the Beacon climbed. The River Clydach was seen on Easter Monday; on the Tuesday the boys climbed the Sugar Loaf; on the Wednesday Raglan Castle was visited; on the Thursday, Table Mountain, and on the Friday Blackavon coal mines and ironworks were

explored. The journey was a success in every possible way and showed every sign of the most careful organisation.*

Mr. Lewis,† writing of School Journeys, declares that it is better to take London boys to mountainous or fine scenery than to the sea. At Malvern, Chepstow, and Abergavenny, "the children are introduced to scenery of an entirely different kind from any to be found near our east and south coast seaside resorts." Easter and Whitsuntide "will be found preferable to the midsummer holiday. Accommodation is easier to find in the former holidays, walking and climbing is not so tiring, and the teacher's own summer holiday is not interfered with. In twelve years' experience of Easter trips the average *wet* day has not been more than one in eight, a proportion that will compare very favourably with any week in July or August. Probably Whitsuntide would be better still, where the week is available." I do not feel sure that Mr. Lewis is right on this point. No doubt the reasons he adduces are strong, but on the other hand, almost without exception on the Continent, the School Journey is taken in the summer, and there can be little doubt that there are lessons to be learnt in late summer and early autumn that can hardly be taught in any other part of the year. There appears to be no conclusive educational reason why the journey should not be held during the school session so as to enable the children to see the gathering in of one or other of the great harvests of the hay, cereals, or hops. The objections to the School Journey in the form of a walking tour instead of a series of excursions from a fixed centre are summed up by Mr. Lewis as follows:—"The risks of health, the difficulty of nursing a boy who is unwell, combined with the great amount of anxiety concerning catering and fresh lodgings each night, make such walking tours inadvisable in this country, especially when educational work of any kind is contemplated." This, however, is scarcely the case if the tour can be taken in a dry week from late June to early September. The exact course of the tour will have been followed out by the organiser and definite arrangements as to catering and lodgings made in each village and town where the organiser decides that the mid-day rest or the night is to be passed. The walking tour may be dangerous to health in the spring, amidst treacherous winds and weather, but, if well arranged, ought not to present any great difficulty of health or management in summer or early autumn.‡ School journeys of this type in fact have been carried out with great success in Derbyshire since the year 1900 by boys of the Bank Meadows School under the management of the Manchester, Salford and District Schools' Athletic Association.§ The boys in this school belong to really poor families, but the money

* *See* The Guide Book and *St. Pancras Gazette* of April 12th, 1907.

† *The Teacher*, November 17th, 1906.

‡ The question of food and hygiene has particularly to be considered in autumn excursions. The use of fruit should be carefully watched, while sausages and rabbit pies are certainly to be avoided.

§ *The Teacher*, 17th November, 1906. *See also* Appendix A below.

difficulty is surmounted by means of the School Bank into which the boys pay small sums such as 2d. and 3d., etc., from the first week in December. Mr. Leigh, the master in charge of the journey, regards the holiday as one definitely for the poorer boys, and does not encourage those who can afford to go away with parents. Thirty-two boys and four teachers formed the expedition (which lasted one week) to the High Peak in the Summer of 1906. The boys paid 8s. 6d. each and the teachers a guinea each. The preparation for the journey is the chief difficulty to overcome. Mr. Leigh adopts the following method of preparation:

"I walk the route proposed at Whitsuntide and arrange proper places for field-talks, and find paths over the moors taking care to avoid all main roads. I arrange with landlords or landladies of hotels for the accommodation of the party and leave a menu card for them to work by. As it is a walking tour we have dinner when we arrive in the evening, and when we depart after breakfast we take a lunch with us and drink water by the way. At lunch time we have a field-talk (previously arranged) by some teacher with us. These field-talks are on limestone, sandstone, flowers by the way, fish, historical associations, etc. We got a special permit to go through Chatsworth and Haddon Hall free."

The menu card left at each inn was as follows:—

Beef or mutton	17 lbs.
Potatoes	40 lbs.
Cabbage (or peas)	20 heads.
Bread	44 lbs.
Tea	1 lb.
Sugar	6 lbs.
Rice, tapioca or sago	3 lbs.
Milk	10 quarts.
Eggs	48
Bacon or Sausages	8 lbs.
Lunch: 3 dozen large fruit pasties or 7 lbs. of roast for sandwiches.	
Jam	4 lbs.

It was arranged that the party should have tea, bread, bacon and eggs and jam for breakfast, beef and mutton, with two vegetables, rice, sago or bread pudding for dinner, beef or ham sandwiches, or fruit pasties for lunch. Before bed each boy was to have a cup of milk. The provisions proved ample. Each boy was supplied with a haversack and a water bottle (borrowed by the organiser).

"We issue a card to the boys the week before we start. It gives names of places we put up at each evening, so that parents may readily communicate if necessary, and also advise the boys to come in old boots, well-mended and oiled or thick with dubbin; to bring a macintosh (cyclist) or a stout umbrella; to visit the barber; to turn *off* all taps in the house we stay in, whether water is on or not." The tour in 1906 was through the loveliest part of England.

Monday.—Train to Hayfield. Walk to Chapel by way of over Kinder Scout, Mam Tor and Chimley Moors. (Sandstone.)

Tuesday.—Chapel to Castleton by way of Cowburn Hill, Lose Hill, and Winnatts. We went into Speedwell Cavern and mine. (Limestone.)

Wednesday.—Castleton to Eyam by Bradwell Moor and Eyam Moor. (Druid's Circle and Eyam Plague.)
Thursday.—Eyam to Bakewell by Calver and Chatsworth. (Birds and Fish.)
Friday.—Bakewell to Bakewell A circular route taking in Haddon Hall and Lathkil Dale. "Wild flowers in the dale." (The story of Haddon.)
Saturday.—Bakewell to Buxton. By the dales, Monsal, Millers, Chee Tor and Ashford ("A swim in Monsal Dale"). Train home to Manchester.

It will be noticed that the expense of the trip per head is considerably less than the expense of the Chepstow trip, even after the difference in the railway fares is taken into account. The excess of eightpence a day per head in the case of the Chepstow party is easy to account for. In many ways the London boys had the advantage of their Manchester fellows. But the fact to be noticed is that a school holiday of the most delightful character in the midst of "charming scenery, beautiful hills and pleasant valleys, moor, stream and crag," in the midst, in fact, of the incomparable mountain charm of the High Peak, can be taken at a cost for six days of less than eighteenpence a day for each child, including the railway fare from Manchester. Surely similar walking tours can be taken by London boys. In order to attract such tours the Railway Companies would almost certainly grant special terms to the High Peak. Any school that could organise a Chepstow or Abergavenny expedition could do the same with respect to the Peak of Derbyshire. It is of course the natural playground of Manchester, but its spacious moors and dales will take as many London children as London, ever parsimonious in the wrong direction, will afford to send. The Northern towns have of course the additional outlets of the Yorkshire Moors, and above all the Lake district. It would take two years saving in the School Bank for a London party to go to the Lakes. The excursion would be worth two years patience —but there are many closely packed centres of population that could without difficulty arrange tours in the Lake district. The finding of money is less difficult than would at first sight appear. In the case of the Chepstow Excursion it is not found that the total cost of 23s. for the week is beyond the power as a rule of the children.

In most cases the boy himself is expected to save his pocket money, and the mother makes an allowance from her housekeeping money, whilst the father, or brothers, or friends supply the rest. A majority of the schools, however, would find this quite beyond their means, but the teacher in a school where scholars are sent to the country by the Country Holiday Fund, who wishes to reap the advantages of the long distance school journey, might be able to arrange with the Country Holiday Fund Committee to send his children to one place. He could then take lodgings near them, and arrange perhaps to have the use of the village school or club, as a day-room for his boys. By adopting this method the teacher has no financial anxiety, he need only concern himself with the educational work."

One of the most interesting school journeys that has come before me was that taken by 15 boys (varying in age from 11 to 13 years) of the St. Giles' Voluntary School, Reading, under their Headmaster, Mr. Albert Smith, and one other adult, Mr. Leslie, an expert botanist, in July, 1907. A full and illuminating account of the preparations for the journey and of the journey itself, by the Rev. R. W. Carew Hunt, Vicar of St. Giles', Reading, based on the Headmaster's very careful notes, is printed in Appendix A to this Report. The account is very detailed, and should prove most useful to schools meditating an excursion of this type. The journey had certain characteristics that may be mentioned here, so that the reader may contrast this excursion with others that I have analysed. It should be noticed that the cost per head (almost half of which, *i.e.*, 4/- was paid by each boy himself), if certain deductions for capital expenses are made, was practically the same as that of the Derbyshire walking tour undertaken by Manchester boys referred to above. But there the likeness ends, save that the Reading boys were of as poor a class as the Manchester boys. A different and more elaborate scheme was in the minds of the promoters. The educational value of the Reading expedition it would be difficult to over-rate. Physical geography, Nature-study, geology, botany, and entymology vied with history in securing the attention of the party. For six months the boys were preparing for the journey, and in consequence hardly a moment of the precious eight days was lost. This fact was due to the enthusiasm of the Headmaster, and the special knowledge of Mr. Carew Hunt, who has lived in Germany and is perfectly familiar with the German educational use of the school journey. But this school journey had an individuality of its own. Little money was spent on sleeping accommodation. "Three of our sleeping-places were in barns among straw, two in stables, one in a loft, and one on the bare boards of a disused school room." This cost (for straw, labour, etc.) under threepence per night per head. This is to some extent the German practice. The boys despite much wet weather suffered no harm. The possibility of chills was carefully guarded against by the changing of damp clothes and the rubbing down of the body. But Mr. Carew Hunt and Mr. Smith fully realised, as the German authorities have never realised, that it is undue and unnecessary fatigue that chiefly induces chills and other ailments. They therefore introduced a precaution that I have not noticed in any other school journey—a period devoted to sleep after the mid-day meal. Mr. Carew Hunt draws attention to the importance of this: "*Nota bene.*—This mid-day rest is a very important thing for the lads on a 'school journey.'". The other characteristic of the journey was the fact that with the exception of milk, butter, bread and sugar, all the food for the journey was carried by the party. This food consisted of cheese, bacon, smoked sausages, biscuits. Tea tabloids were also taken and proved most effective. On the road they paid 13s. 5d. for bread, 5s. 1d. for butter, and 7s. for milk, or less than threepence a day per head. All other food

was carried. At the start the party carried 16lbs. of cheese, 10lbs. of bacon, 16lbs. of smoked sausages, and 7lbs. of biscuits. A further supply of sausages was sent to the party three days after the start. The provisions were distributed among the various boys, whose ruck-sack (water proof) with all impedimenta packed, weighed about 4lbs.

Mr. Lewis considers that the best results on a journey "are obtained with a party of from 20 to 30 boys, supervised by three teachers . . . The work of the teachers should be divided and specialised. One will have his time fully occupied in organising the excursion, writing to parents, securing lodgings, arranging with the railway company, and obtaining facilities for visiting places of interest. The domestic arrangements will claim the attention of another. . . . The third master might take entire charge of financial affairs—no slight matter. . . . Whilst the organiser and treasurer were balancing accounts and making arrangements for the next day, the house master was putting the boys to bed and turning out lights. He brought the boys to the station and saw them into the train while the treasurer was getting tickets or tipping porters."

One further note on School Journeys must be made. The question of the health of the scholars is of the first importance. No doubt it would be wise to have the children examined by the doctor the day before the start is made. Mr. Lewis, however, has found the risk of illness slight. He says:—

"One or two boys are almost certain to be sick through the effect of railway travelling or of eating too much. A wet day will find out decayed teeth and weak chests. These minor ailments can easily be dealt with. If caught in the wet, we take the earliest opportunity of giving each boy a cup of hot coffee. When they get home, clothes are changed, and spirits of camphor (on a lump of sugar) administered. Camphorated oil will generally relieve a cough and we are always prepared for one or two cases of toothache. With careful supervision accidents will be rare. During twelve years I have had to call in the aid of a doctor only twice, and I have dealt with over 300 different boys. In the one case what we feared might be scarlet fever proved to be only a congested throat; and in the other, a boy had crushed his finger in a railway carriage."

VI. General Observations.

The School Journey, whether it be long or short, depends for its success on three factors; ample preparation and foresight, extending from general principles that make the journey an organic part of the school life, to the consideration of minute details relating to the physical conditions and impedimenta of the journey. Nothing can be left to chance. Every possible contingency must be provided against, and every possible advantage must be taken of the opportunities offered by a journey which has been primarily selected because of such opportunities. The School Journey, in fact, must be thought out in elaborate detail. This leads to the second factor; the selection of leaders and boys (or girls). Those responsible for the

conduct of the journey must have all the qualities required to carry the preparation into action—a grasp of the general principle coupled with a grasp of detail, human sympathy, humour and good humour, unselfishness, and infinite patience. The pupils must be selected with equal care. This is a difficult task. Perhaps the most difficult. It is necessary to have children who will mix well, who have as a rule approximately equal physical calibre (though an occasional giant is useful), who are capable of helping one another physically, mentally, and morally, who are susceptible of discipline.

Difficult cases should only accompany a journey when it is well known that the defects in such cases are absolutely outbalanced by qualities in the other boys. It is often found that so-called difficult cases develop new and fine qualities in the course of the journey, and one aim of the journey should be to deal with these cases. The last factor is the question of money. The sum per head required is not large—varying from, say, sixpence for the shortest to 25s. for the longest school journey. But it has to be remembered that the class of boy and girl that most require these journeys are least able to provide or find the money, and certainly it would be a good thing if a central charitable fund (possibly increased by a State Grant in Aid) could be created, that would sparingly supplement the sums saved by the children. For this purpose it might be possible to make collections in the richer schools for the poorer schools. If it were brought home to boys and girls of the richer class belonging to famous schools and possessed of considerable pocket money that by contributions to a central fund they would enable their poorer brothers and sisters to have a yearly holiday, it is almost certain that a very considerable sum could be raised annually for the purpose of organising School Journeys in very poor schools. But such help should, I think, be very sparingly used. Even very poor schools can, as we have seen, help themselves, and the saving by the poorest scholars for a definite purpose has an endless economic and social value. There is a good deal of waste among even the poorest; indeed much dire poverty is due to this very fact. It is found that saving is possible among the very poorest; that, by means of school banks, the poor children who went on the High Peak journey did manage to collect and save something like 8s. 6d. each in six or seven months —to collect and save between 3d. and 4d. a week. There are very few schools in London where this could not be done. The money question is not, therefore, the fundamental determining factor in a discussion of school journeys. The schoolmaster now, as always, contributes the element that determines the possibility and the success of the School Journey. If he is a chastened enthusiast, possessing both infinite patience and a broad grasp of principle, a passion for detail, and a sense of discipline, if he both feels and inspires enthusiasm, then all other things (including money) will be added unto him, and the excursion or journey, or trip, or tour, or whatever it may be called, will be a profound success; especially (and this is a matter of moment) if the

schoolmaster's wife accompanies the party as matron. Hers will prove a saving grace that will animate the whole undertaking, and save every parent from even a passing pang of fear.

In the foregoing pages only instances of Vacation Schools and various types of Holiday Classes and Journeys have been referred to. Many most interesting experiments have been made in various parts of the country of which no account is given here. I have been compelled to refer only to types of experiment. The return to nature is practically universal in modern English education. Nature study is to be found in every school, in every stage of efficiency and inefficiency. Sometimes the results are little short of astounding. To give one minute instance. In the autumn of 1905 I offered a small prize to the pupils of a little countryside school at Winster, in Westmorland, for the best collection of flowers made in the forthcoming year. The results were, as I said, astounding. Five children went on through the whole year. Of these five the first collected and pressed and named 297 specimens, the second collected and pressed and named 223, the third and fourth respectively collected and pressed and named 107 and 104 specimens, while the youngest, aged eight years, collected, pressed and named 70 specimens of wild flowers. These results were achieved through the long-continued practice of the mistress of the school, Miss E. Moore, who takes the children for regular rambles through the summer time, and conveys to them her great and practical botanical knowledge (*see Appendix D.*) Many other such cases might be quoted. I give this little instance out of my own knowledge. The rapid increase of the movement back to Nature is shown by the vigour of voluntary effort at the present moment. The report of the Ragged School Union and Shaftesbury Society for 1906–7 shows that no less that 7,109 poor children spent a fortnight's holiday during the year at one or other of the society's seaside and country homes. In 1892 Mr. C. Arthur Pearson started a "Fresh Air Fund" for the assistance of children in the East End of London. Sir John Kirk, the Secretary of the Ragged School Union, in a recent letter to Mr. Pearson, stated that the idea had now extended throughout the United Kingdom and had been adopted by "forty of the largest centres of population." Sir John Kirk and Mr. Kessell, the honorary secretary of "Pearson's Fresh Air Fund," have made arrangements for the extension of the movement this year to Burnley, Huddersfield, Middlesbrough, Northampton, South Shields, and Stockport. Mr. Pearson bears the entire expenses of management. "Every penny subscribed goes to the children in food or fares." The day's outing for each child costs ninepence. "£8 2s. pays for a complete party of 200 with the necessary attendants."*

It was stated at the sixty-third annual festival of the Ragged School Union and Shaftesbury Society, the Council of which works in conjunction with the Fresh Air Fund, that the Fund

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* *See* the *Daily Express*, May 3rd, 1907.

enabled 101,375 children to enjoy, during the year, a day's outing in the country.

One object of this report is to bring home to all English schools some of the main educational principles underlying Vacation Schools and School Journeys, and to draw attention to the more successful experiments in these directions. The school journey and the vacation classes appear to claim a definite place in the future life of English schools, and that place can only be fully determined by careful and numerous experiments. To augment the number of such experiments, while indicating the form that they should take, has been, of course, the ultimate goal of this report. To bring such experiments into mutual relation and to make the return to nature a fundamental principle in English education can, of course, only be secured by some general superintendence of the movement by the State.

VII. Note on Foreign Travel.

By way of postcript some brief reference must be made to School Journeys or Educational Expeditions to foreign lands. It is obvious that excursions of this type have great value as tending to diminish narrowness of outlook or insularity of mind, and to take the bitterness out of national prejudices. Experience shows that the journeys are quite feasible and that the boys are welcomed in the new country. I will first notice a London Journey of a party of pupil teachers from the Russell Road Pupil Teachers' Centre, Custom House, London, E. Mr. G. F. Burness, the Head of the Centre, visited France at Whitsuntide 1905, with a view to arranging excursions. He had introductions to various school officials at Lille and saw the working of three Primary and two Higher Elementary schools. The Director of the largest Ecole Primaire Supérieure, in the north of France, "received me very cordially and offered to make arrangements for a visit of my pupil-teachers in the summer." This offer had to be refused as the school was in the depths of the country, but eventually further introductions enabled Mr. Burness to obtain another offer, this time from M. Thélu, Director of the Ecole Primaire Supérieure and Pensionnat of Montreuil-sur-Mer. M. Thélu wrote to Mr. Burness: "Je ne ferai pas de cela une question d'argent; mais je suis moi-même très partisan des voyages scolaires; j'en organise avec mes élèves et je serai aussi heureux de vous donner mon concours que je le suis de celui qu'on me donne dans le même cas." A visit of two weeks in August 1905 was arranged, and the children were told to save their money.

"Early in July fourteen girls and eight boys gave in their names; with Miss Crow, Miss Collins, and myself our party therefore numbered twenty-five. I secured reduced fares from the South-Eastern Railway; for 13s. 6d. return tickets from Charing Cross to Boulogne were granted us; another 1s. 6d. took us from Boulogne to Montreuil, so that the complete fare was covered by 17s. For board, etc., M. Thélu charged four francs a day (M. Gombert of Fourmes (Lille) asked only three francs a day); for

this we had three splendid meals daily; we were more than satisfied with the food and the arrangements made by M. and Mme. Thélu for our comfort. The school and its appointments were exceedingly clean; M. and Mme. Thélu were so thoughtful and kind that we immediately felt at home. We had no fixed programme, but generally we spent the mornings in long walks, M. Thélu, his son, a lad of fifteen, and some of the boys of the school usually accompanied us; in the afternoons it was a case of go-as-you-please; our boys and girls strolled about in twos and threes looking at the shops and seeking for opportunities to produce their French. In the evenings we had the use of a large room which contained a piano; you can imagine the use we made of this; impromptu concerts, games, etc., were indulged in; we tried to teach the French boys who came in our National Anthem; they were no less eager that we should learn the *Marseillaise*. "The trip was most successful; it had a noticeable effect on the study of French at the Centre." Best of all, I think, is the fact that our pupils got on splendidly with the French boys, and that misconceptions on both sides were found to be based on ignorance. M. Thélu told me that he was astonished at the way our pupils enjoyed themselves without letting liberty degenerate into licence. He said that the English boy and girl would be to him something quite different from what he had imagined them to be. What astonished him most, I think, was to see our boys and girls talking and discussing things together quite naturally."

In Easter of the same year, an experiment of a somewhat similar type was made by Mr. F. G. Harmer, the headmaster of the Leeds Church Middle Class School,* with a number of senior scholars in the school. Three days were spent at Rouen, and then the party passed on to Honfleur, where the night was spent, then to Trouville, where another night was passed, and then on to Havre, and home next day. The children were well received. At one large school that was visited the Master considered it would be possible for English boys to go to this school and occupy it during the vacation. The results of the brief expedition were of distinct value. The idea of the French derived from the ordinary history book was definitely modified and the general outlook of the travellers was enlarged. "The lads had seen something of the historical monuments remaining in the larger Norman towns; had seen the art treasures stored in the museums; the picture galleries, and had learnt a little of the history of these things. They were particularly fascinated with the memorials of Joan of Arc." Too much was probably done in the time.

In August, 1907, a party of eight girls belonging to the VI. Form of the Roan School for Girls at Greenwich, with two friends and two mistresses in charge, spent ten days at Cherbourg. The second mistress at the Roan School is a personal friend of the Directrice of the Lycée for Girls at Cherbourg, and the latter arranged for a lady who receives boarders attending the Lycée to

* *See* the *Yorkshire Post*, March 30th and May 5th, 1905.

board the party. This lady planned and conducted excursions to the inland country and along the coast, a visit to a theatre, and to a concert, and various picnics. The cost was heavy compared with the various excursions detailed above. The lady who took charge of the party made an entirely inclusive charge of 8 francs a day for each person. The return ticket from Waterloo to Cherbourg was £1 11s. 6d. a head, so that the total cost of the excursion for each member of the party was £4 18s. 2d., or rather less than 10s. a day. The trip was most successful, and has reacted well on school work.

Some reference must be made to Miss Bunting's excursion to Paris with six London work girls in August, 1906. The party consisted of two tailoresses, two carpet sewers, an envelope bander, and an ironer from a dry cleaning establishment. The money for the excursion was raised in part by subscriptions and the party was also entertained in various friends' houses. Mademoiselle de Pratz helped Miss Bunting in the various excursions. During the week's visit the sights of Paris were with hardly an exception visited and described. The Parisian shops, of course, excited a great deal of attention, but La Sainte Chapelle and the Parc de St. Cloud called for unstinted admiration. "The statuary, pictures, and architecture of Paris," says Miss Bunting, "made a deeper impression on the imagination of the party than had been at all anticipated. . . . The statuary was greatly appreciated. . . . The fine buildings were also very impressive; the Gothic arches of the Cathedral of Notre Dame, the great dome of the Panthéon, and the highly decorated spires of the Sainte Chapelle were in striking contrast. We learned to know the look of them from different points in the city." The account of the trip written by one of the girls is extremely good, and shows that London life does not necessarily destroy the power of observation. The brief descriptions of Notre Dame and Sainte Chapelle are indeed quite striking. The girls were quick to see the weak side of social life in Paris; "what struck me as being very bad for a civilised country was making the men work on Sundays. They always seemed over-worked and tired to me. . . . I think it is a great pity they haven't a Dumb Friends' League in France. The men seem to see whose horse can wear the heaviest collars, great heavy things with fur all round, this weather." The Louvre Picture and Sculpture Gallery proved particularly attractive. "I think I could have stayed there all day . . . we all greatly admired the Venus de Milo, many were the guesses we gave as to what she was doing." This journey was, of course, not a school journey, but it is noted as having a close relationship to that type of expedition in its organisation, preparation, carrying into effect, and educational results. All journeys are indeed school journeys if they are to answer any effective purpose whatever.

J. E. G. de Montmorency.

APPENDIX A.

School Journey of the St. Giles' Voluntary School, Reading.

Origin.

The Vicar of St. Giles', The Chairman of the School Managers, suggested to me at the beginning of the year, that it would be well if a "School Journey" could be organised for the summer holidays. Having lived for some years in Germany, and having studied to some extent the educational system of that country, he had become familiar with the part played by School Journeys in the education of German boys. In a letter in the "Parish Magazine," written for the purpose of enlisting the interest and help of the parish in the venture, the Vicar summed up his experience of School Journeys in the following words:—"They establish a pleasant relationship between the master and the boys; they help to widen out the minds of the lads; they certainly make the lessons in school on history, geography and natural science vastly more interesting and educative, because the intelligence of the lads is quickened by what they see for themselves when on these journeys." He was therefore anxious that we should make the experiment here. I heartily fell in with the idea, not only because I felt sure that such a journey would be of great help to the lads both physically and morally, but also because as we had made a special point of nature study in the school curriculum for some years past, I was certain that an expedition of this kind would aid the lads in the best possible way to train themselves to observe accurately. It has been truly said that "the beginning of all true work is accurate observation: the end and crown of all true work is an accuracy which observes everything, and lets nothing escape." The Vicar insisted from the first that the lads themselves should each contribute 4s. towards the expenses of the journey, and he appealed to the parish to contribute the rest. The Bishop of Oxford, who was warmly interested in the project, sent a contribution towards the sum required.

General Preparation.

It was suggested by the Vicar that the district we should traverse should be the Berkshire Downs in especial connection with the history of King Alfred; so in January we started special lessons in school dealing with the life and work of the great king hero, giving general ideas of the social life, and customs, and government during Saxon times, and going into details in regard to the incursions of the Danes and the effect of their settlement in England. As we were intending to visit the Vale of the White Horse, Sir Walter Scott's "Kenilworth" was chosen as the continuous reader, and the boys were encouraged to read "Tom Brown's School Days," and "The Scouring of the White Horse." The physical geography of the district was also carefully studied, and the origin and deposition of the chalk and clay deposits were especially dealt with in the nature lessons. Maps of the locality were carefully drawn, the contours inserted. Nor was the Church history of the district neglected. The earliest scenes in the Christianising of Wessex, with the life of St. Birinus, were dealt with in the lessons during some part of the time devoted to religious instruction. From his experience in Germany, the Vicar from the first laid great stress on the importance of a good selection of songs being learnt to be sung by the lads *en route*, and our later experience certainly bore out the value of this suggestion, for whenever the lads got a bit tired a song or two soon made them forget their weariness.

The actual route was next fixed. It was decided to make a circular journey going from Reading by rail to Wallingford, thence by road through Shillingford, Dorchester and Wittenham into the Vale of the White Horse through Didcot and the Hagbournes: on to Harwell, Steventon and Wantage, along the Portway to East Challow, thence to Kingston Lisle

and so to Ashbury ; thence by the Ridgeway across White Horse Hill to Blowingstone Hill and Letcombe Basset ; then home via Ilsley and Compton to Streatley, and back to Reading by rail.

Special Preparation.

A great difficulty in regard to a School Journey is the provision of sleeping accommodation. It is of immense importance to keep the expenses down, and therefore no extravagant provision for sleeping accommodation could be entertained. After the route had been carefully thought out, the Vicar wrote to the clergy of the Parishes where we proposed to sleep, asking them to be good enough to provide us with barns and clean straw, or an empty school house in which to sleep, and with only one exception, we found no difficulty, thanks to the kindness of the Vicars of those Parishes, in making the necessary arrangements. As it turned out, three of our sleeping places were in barns among straw, two in stables, one in a loft, and one on the bare boards of a disused schoolroom. It was generally found that schoolrooms were not available for the purpose. The whole party, masters and boys, slept in the same way. Another important problem is the selection of suitable boys. Fifteen of the most advanced boys were chosen, ranging in age from eleven to thirteen. In choosing from a set of boys drawn from one of the poorest districts in Reading, it was necessary to be specially careful that those who were chosen should be those who had been properly fed, and whose parents could be depended upon to see that their clothes and boots (and especially the latter) were satisfactory. We also took into consideration in our selection the question as to boys who would be most likely to be benefited by the journey, and who would be enthusiastic about it. The next important subject for consideration was the commissariat department. From the first it was decided that the staple food should be cheese, and this, with a fair supply of smoked sausages and bacon, and a plentiful supply of milk, butter and bread, was what sustained us. At the end of this report a special appendix dealing with the food supplies will be found. The cheese, biscuits, and sausages were carried by the boys in the waterproof ruck-sacks with which each member of the party was provided. These ruck-sacks were procured from Messrs. Gamage, High Holborn, the inside waterproofing being done by a lady in the parish.

On the evening before the day on which we were due to start, the Vicar invited the parents and friends of the boys, and the boys themselves, to a preliminary gathering in the schoolroom. Here they were met by several of the Managers of the School, and by Mr. Pugh, Clerk to the Reading Education Authority. Each boy had to appear in the clothes he was to wear for the journey, and to bring with him one extra shirt, two extra collars, one hairbrush and comb, one towel, bathing drawers, an extra pair of stockings or socks, a cup, saucer, plate, knife, fork and spoon. In addition to these there were provided for common use, boot brushes, blacking and laces. One cake of soap was given to each boy. The medicine chest included a bottle of New Skin, Cascara Tabloids, one bottle of Chlorodyne, one tin of Homocea, and one bottle of Armbrecht's Pyrethrum. To each boy was given to carry in addition—cheese, bacon, sausages and biscuits, making an average weight for each boy of about 4 pounds, including the weight of the ruck-sack, and the additional clothing, etc.

For purposes of natural history we carried with us two butterfly-nets, two killing-bottles, a portfolio for plants, and sundry tins for chrysalides, larvæ, insects, etc. Each boy was further provided with a pocket-book and pencil (contributed by the manager of Messrs. E. H. Smith & Sons), and a small map of Berkshire on linen. All these things were displayed by each boy, a careful inspection was made, and everything was then tidily stowed away in the ruck-sacks. The Vicar then addressed the parents and boys on the objects of the expedition, emphasising among other things the absolute necessity of unselfishness, unquestioning obedience, and careful observation on the part of the boys. He pointed out to the parents that everything which related to the health and safety of their children had

been carefully thought out, and that there need be no anxiety felt on that score. The Headmaster then said a few words in regard to the hopes that he had as to the educational results of the journey. Some of the songs for the journey were then sung by the boys, and the party adjourned to the Vicarage to be photographed. It should be added that we had the great advantage of having with us a friend of the Headmaster, Mr. Leslie, a Fellow of the Linnæan Society, familiar with the ground we were to traverse, who proved a great acquisition to the party.

The Journey the First Day, July 27th.

The party met at the Parish Room at the Vicarage at 7.50 for morning prayers, which were read by the Vicar, parents and friends thronging the doorway, and joining in the responses. Then after a final good-bye to the Vicar, who wished us every success, we marched off in orderly fashion with our ruck-sacks on our backs, to the G.W. Railway Station, and took the 8.38 train to Wallingford. After making several purchases at Wallingford, we took the road to Shillingford Bridge, passing the ancient castle, now in ruins, and the boys were reminded here of the part it played in the reigns of Stephen and John. Our maps were consulted as to the direction we were to take which we found partly by the help of the sun and our watches, and by means of the pocket compass. An excellent example of a river basin lay before us, which was commented on, and the botanical section of the party was soon very busy, as were also the entomologists. We soon came in sight of a splendid stone bridge, near which we lunched, and here we found the nest of a reed warbler with three newly-hatched birds and two eggs. This we examined carefully, noting how the parent birds secure their nests by means of the reeds. Here we crossed the river into Oxfordshire, singing our school songs, and keeping step to the music. Arrived at the cross roads we again used our maps and compass to find out our direction. The prominent clump of trees at the summit of Sinodun, our objective for the evening, looked quite close, and soon the tower of Dorchester Abbey came in sight. As we drew near the scene of the baptism of Cynegils, the first important event in the Christianising of Wessex, we sat down on a bank on which grew in great profusion such specimens of Scabious and Greater Knapweed as we seldom see near Reading, and here, with our thoughts on the story of the past, we listened once more to the history of the journey of St. Birinus from Genoa to Winchester and thence to Dorchester. In Dorchester Abbey we found much to instruct and interest us, the peculiar Jesse window, the only one of its kind in existence, the 12th century glass, and leaden font, the uncovered remains of early mural decorations, the Norman doorway, the string course under the eaves with the ball flower moulding, etc. Here also we were shown the first edition of Bunyan's "Pilgrim's Progress." The boys were greatly interested in the story the Vicar's wife had to tell us of the Abbey. Then on we went on our way, following the course of the river, and passing by some ancient entrenchments, similiar to those met later on the Downs. The next point of interest was the confluence of the Isis with the Thame. As we walked along the side of the river, our town-bred lads were much struck by the beauty of the scenery, with the woods on the further bank, and the gorgeous flowers growing along the nearer shore with Sinodun overshadowing us. Arrived at Little Wittenham, we made preparations for our evening meal. Two of the boys were told off for this special duty, whilst the rest of us collected sticks for the fire. The meal consisted of bread and butter, tea (made with Burroughs & Wellcome's Tea Tabloids which served us excellently throughout the journey), a plentiful supply of milk, and a great dish of stewed plums. After a swim in the river, we settled ourselves down in the barn for the night. The villagers, especially the younger portion, were much interested by our presence, and amused themselves by peeping through the crevices in the barn, and by making some observations regarding the enjoyment of our unaccustomed bed. Few slept that night, finding evidently more satisfaction in playing small jokes on each other. Little notice was taken of this as it was the first night, and as remorse was certain to follow next day, as indeed it did.

The following is a list of plants which we found during the day :— Bugloss, Agrimony, Avens, Meadow Crane's Bill, Willow Herb (Greater), Bedstraws, Scabious (Devil's-Bit), Yarrow, Sainfoin, Meadow Sweet, Meadow Vetchling, Rest Harrow, Knapweed (Greater), Gt. Yellow Loosestrife and Purple Loosestrife.

The Second Day, Sunday, July 28th.

We rose early and bathed in the river just as the sun was rising. After morning prayers, and the singing of a hymn, we made a partial ascent of Sinodun in order to view the Vale of the White Horse on its south-western side. Then we set our faces towards Didcot en route for E. Hagbourne. We breakfasted on the edge of a field, and boiled the water for the tea in a large kettle which we carried in a thick black linen bag, in which was also placed our only other cooking appliance, a large frying pan. Our breakfast was prepared in a drizzling rain which made the bacon in the frying pan sizzle even more than usual. A very welcome sound, for we were very hungry, having had nothing as yet to eat save the one thick biscuit which was always served out before we made our start in the morning. After a short rest, the sky having cleared, we set out for E. Hagbourne. Here we spent a profitable time, there being an excellent Village Cross and a Church of much interest. We had dinner in a quiet spot in the bend of the brook or bourne, on the way to which we found the Hemp Nettle, Succory, and Red Bartsia. From this place we walked to the sister village of W. Hagbourne. Here, and at other places on our journey, we noticed that the scarcity of bricks was overcome by building the walls of mud scraped from the surface of the road, and then roofing the walls with thatch. These curious walls interested us very much. We also noticed here many colonies of peacock butterfly larvæ, with their glistening black spines, which we found congregating on the Lesser Stinging Nettle ; and here also we saw for the first time the tiny Dwarf Mallow. We now had a bit of uninteresting country to traverse, and the boys were beginning to feel a bit tired, for they were not yet in training, nor had they had very much sleep on the previous night. However, their weariness was soon overcome by telling the leaders to set a quick step, and by singing school songs. Harwell was our resting-place for the night, and there we lodged in the old National Schoolroom. The Church has a remarkable squint, and double piscina ; we had hoped to get here in time for evensong, but unfortunately the service was half an hour earlier than we had expected, so we had our evening service in the school. At night we were so thoroughly tired out that we did not repeat the mistake of the previous night. After prayers the orders were short and to the point : "No talking, plenty of sleep," and without a sound we lay down on the hard boards and were soon asleep. We were all too tired to notice or care about the cockroaches.

The Third Day, Monday, July 29th.

We started early on our march to Steventon. Washing facilities being few at Harwell, we hoped to strike a stream in which we could bathe. On our way we captured several marbled white butterflies, and for some distance were much amused by the efforts of a large white goat to include himself in our party, and to accompany us in our singing. However, after some stratagem, we managed to prove to him that he could not pass himself off as one of us, inasmuch as he had no ruck-sack, and so to our mingled comfort and sorrow he raced back to his home. Before reaching the village we were met by two boys who had been despatched to act as our guides by Mr. Roberts, the Schoolmaster. Mr. Roberts himself joined us on the crest of the hill, and as we swung down its other side into the village singing as we went, the village folk came to their doors wondering who we could be.

By the side of a beautiful trout stream, beyond an orchard, we lit our fire, boiled our kettle, and cooked our bacon. Then we bathed in the shallow water, and made for the village. Here the raised causeway constructed by the monks of Steventon with an eye to the floods when the

Gynge brook overflowed, and the beautiful avenue of old elms with the sweet old-world houses on either side of the road, gave us much to wonder at. The Vicar showed us the Church, and spoke of its past glories. After paying a short visit to Mr. Roberts and his school in order to thank him for his great kindness, we set out along the Gynge brook on the way to Wantage, passing through East and West Hendred. At the latter place we had our mid-day meal, and our usual time for sleep. (N.B. This mid-day rest is a very important thing for the lads on a "school journey.") Then by the use of our maps and compass we were able to find our way through bye-ways to Wantage. On our way we had an excellent chance of examining the nature of the land, as we were allowed to look down a deep well cut in the chalk. Later we came across the lynchets which are fairly common on the Down, and are considered by some to be raised beaches, and by others as marking the successive tides of agriculture.

Just before reaching Wantage we were caught in a terrific storm of rain which drenched us to the skin, but which did not damp our ardour. At Wantage we were most kindly entertained to a sumptuous tea by Dr. Loveday, and then we marched on smartly to Challow, where we were to sleep in a barn. The boys were ordered to strip, and after a good rubbing down, they changed into dry shirts and stockings, and then wrapped themselves in warm rugs and sacks borrowed from the neighbouring farmhouse.

The Fourth Day, Tuesday, July 30th.

Our next day's journey was to Ashbury on the western edge of the county, and this in spite of occasional thunderstorms, was perhaps the most enjoyable walk of the journey. Much of our route was along the old Roman road, and questions were encouraged about the Romans and their roads and remains. The steep scarp of the Down, especially on the White Horse Hill, was noted and commented on, and later was compared with the gradual slope to the south. Here we found Euphrasia, the Red Campion, and the Helleborine in fruit. The enthusiasm of the boys was very noticeable to-day. As we trudged over the Down in the pouring rain, one of the lads struck up "O, who will o'er the Downs so free." And later, when toiling up a steep bank holding on by roots of trees to reach what was thought to be a barrow, another youthful voice was heard to mutter as he slipped backwards, "Paths of Glory lead but to the Grave." After a long tramp we reached Ashbury two hours late, but the Vicar's welcome was none the less cordial. He provided us with a cold lunch consisting of huge quantities of cakes, sandwiches, and ginger-beer. We went next to Ashdown, past the probable scene of Alfred's victory, and walked through the wood back to our resting-place for the night. Here we found many flowers: the Enchanter's Nightshade, the large clustered Bell-flower, and the Musk Mallow. At our sleeping-place, Idstone, we met with much hospitality, the Vicar of Ashbury having placed a mission room at our disposal, and a farmer his kitchen. We slept again in a barn with a plentiful supply of straw.

The Fifth Day, Wednesday, July 31st.

Not so full of experience. The White Horse Hill was visited, as was also Wayland Smith's Cave. At the former we read "Tom Brown's" description of the famous hill. Later, as we looked across the vale, we tried to picture the route taken by Tresillian. From this point we were able to see the fertile Vale of the White Horse laid out before us as in a picture, and in the far distance the glinting Thames nearly at the source, with the Cotswold and the Chiltern Hills, and the beautiful village of Uffington at our feet. In Uffington Castle, a huge earthwork, the lads recited some poems, and we had a long talk about Alfred. Here we found some specimens of the Frog Orchis. Following the Ridgeway, on we went to Kingston Lisle and the Blowing Stone. Here again we read Mr. Hughes' description of the stone, and most of us were successful in blowing the stone. At night we slept at Letcombe Bassett, after evensong in the old Norman Church.

The Sixth Day, Thursday, August 1st.

This morning we saw for the first time what was now to become until the end of our journey a common sight, viz., strings of racehorses being taken to train on the Downs. The Vicar of Letcombe Bassett accompanied us to the Castle on the Ridgeway, and there we wished him good-bye. A large grass snake was captured to-day, and we had an excellent opportunity of examining its habits. Along the way we had an interesting chat about the orders of plants, and how to distinguish them. On reaching Scutchamon Knob, where is the barrow of Cuickelm, we had a talk about history in general and Wessex and Birinus in particular. Now we followed a sheep-track to West Ilsley, and passing through that village came upon hundreds of sheep leaving the well-known sheep fair. It was a grand sight to see how these huge flocks were handled, and one shepherd assured us that he knew every one of his four hundred. This we could easily believe, as we noticed how very indifferent the shepherds seemed to be when one flock of sheep mixed with another. At East Ilsley we stayed the night, and our bed quarters in the straw and hay were excellent. Some boys suffered to-day from various slight ills, cut feet, stings of bees, gnats, etc., and much dust arising from the frequent passage of sheep added to their discomfort.

The Seventh Day, Friday, August 2nd.

To-day we visited Churn Knob, passing on our way a camp of yeomanry ; the lads were much interested in watching their manœuvres. Near Churn Knob we finished our talk about St. Birinus. At Blewbury we visited the Church, and carefully examined the chained books. The boys listened carefully to an account of the early history of the English Bible. On our way to Compton, where we were to sleep for the night, our geologists came in for a fine time, and we had an interesting talk on chalk and flints. We then wended our way to Compton, our last lodging place, and here again we experienced many personal acts of kindness both from the Vicar and from the Schoolmaster.

The Eighth Day, Saturday, August 3rd.

After an early breakfast we set out for Streatley, and did an excellent march over the hills in very good time. From Streatley we took the train to Reading, and marched from the station to the Parish Room, where we were met by the Vicar. After a short Service we dispersed to our homes to empty our ruck-sacks.

Conclusions and Results.

The schoolmaster who is keen about his work often finds cause to regret the great difficulty of imparting vividness and reality to his lessons on history. But when boys are taken to the very spot on which great events were enacted, where noble lives began, or where deeds which should live in every English boy's mind were done, then even a simple unadorned school teacher may become for the nonce, in relation to his boys, a veritable Macaulay. So, when on our School journey, we found the story of the Roman conquerors, of St. Birinus, and Alfred become very real to us when told at the places connected with their history. The same thing is true in regard to natural science. The difficulty of making a boy of thirteen understand truly what a valley is, or a range of hills, or a precipice, etc., if he has never seen any of these with his bodily eyes, is very great indeed. But take him to the White Horse Hill, and show him from thence the Vale of the White Horse, and he shall no longer have much difficulty in imagining what any valley may be like. So also with nature studies, the field for contrasts and comparisons grows much wider as one traverses a great stretch of country, and when one encourages the boys to ask questions about everything that they see. If a boy found anything the name of which he did not know, he was told to bring a specimen of it. If he wished to know its name, he was told, and, if he wished its order, genus or species he was told, and if he came over and over again with the same plant, hewas answered, even though the plant had been named to every individual. In this way we found even the un-

common species become familiar, and many questions as to peculiarity of structure gave rise to very instructive talks. It was, however, in regard to the bearing and conduct of the lads that the value of the journey became most apparent. One boy in particular, who had been somewhat of a puzzle to me because of his peculiarity of temperament, showed himself in glowing colours when on the journey, and thereby an understanding has been arrived at between boy and master which else might never have been. Moreover, a journey of this kind is a great test of a lad's power of sacrificing himself and his own wants for the common good of the whole party.

My firm conviction is that a School journey gives a teacher opportunities which he could not get so well in any other way for bringing out what is highest in himself, which he owes to his boys, what is best and most manly in the boys themselves. It brings the teachers and the boys into a relationship one with the other which is seldom or never possible in the ordinary routine work of school. It quickens the observant faculties of the boy, widens his horizon, tends to make him hunger and thirst after a wider and better knowledge of the world around him, rubs off his angularities, and helps to make him a better and more sociable fellow all round.

We have already begun our plans for our School journey next year.

APPENDIX I.

Finance.

A few comments may be made in regard to the accounts of the journey published below.

1. The duration of the journey was 7 nights and 7½ days.
2. The party consisted of two adults and fifteen lads.
3. The total cost was £8 16s.
4. Proportion per head was 10s. 4d.
5. The ruck-sacks were returned in perfect order, and will last for two or three School journeys to come, so this item may be taken to represent capital expenditure. We shall not need to buy any ruck-sacks next year unless there is an increase in the number of lads going on the journey.
6. It should be borne in mind that the waterproof lining of the ruck-sacks was undertaken at her own cost by a lady resident in the Parish, and is not included in the expenditure.

Dr.	£	s.	d.
Contributions from the boys themselves	2	15	1
Donations from Parishioners and others	6	13	1
	£9	8	2

Cr.	£	s.	d.
15 Ruck-sacks at 2s.	1	10	0
Grocery	1	4	7
200 Tea tabloids	0	2	0
Smoked sausages	1	2	4
Railway expenses	1	4	2
Expenses by the way, *e.g.* payment for straw, labour, etc.	1	4	5
Butter	0	5	1
Bread	0	13	5
Milk	0	7	0
Frying pan and kettle	0	1	8
Medicine chest	0	4	1
Soap, etc.	0	3	9
Butterfly nets, killing bottles, etc.	0	5	4
Sundries	0	8	2
Balance	0	12	2
	£9	8	2

APPENDIX II.

(*a*) The total amount of food carried by the lads at the start :

Cheese	16 lbs.
Bacon	10 lbs.
Sausages	16 lbs.
Biscuits	7 lbs.

N.B. A further supply of sausages was sent to the party three days after the start. Milk, butter, bread and sugar, were obtained on the way.

(*b*) Average amount carried by each lad :

Cheese	1 lb.
Bacon	¾ lb.
Sausages	1 lb.
Biscuits	$\frac{7}{15}$ lb.

The average weight carried by each boy in his ruck-sack, including provisions, clothing, and the other accessories mentioned on an earlier page of this report, amounted to about 4lbs.

APPENDIX B.

Kentish Town Road London County Council School, Scheme of Work for School Journeys (1907–8).

Standard I.—*Trees.* General outline, bark, leaves, and fruit of Oak, Lombardy Poplar, Chestnut, Plane. To be sketched and described at different seasons of the year.

Geography. Lessons on Lakes, Islands, Capes, Bays Hills, and Streams. Visit to the Zoological Gardens.

Standard II.—*Trees.* General outline, bark, leaves, and fruit of Elm, Plane, Willow, Poplar. Oak and Chestnut to be recognised when met. All to be sketched and described at different seasons of the year.

Geography. Hills and their outlines, Rivers, Tributaries, Valleys, and Watersheds. Use of a Map in finding one's way. Visit to the Zoological Gardens.

Standard III.—*Trees.* General outline, bark, leaves, and fruit of Sycamore, Ash, Beech, Larch, Scotch Pine. (Trees taken in previous years to be recognised when met.) To be sketched and described at different seasons of the year.

Geography.—Work of a river in excavating valleys and making scenery. Measurement of width and depth of Fleet Brook at different points. Rocks of Hampstead Heath and the vegetation they support. Visit to the Zoological Gardens.

Standard IV.—Study of the trees on some part of Parliament Hill to provide *data* for (*a*) map showing position of chief trees, (*b*) a seasonal chart, showing state of trees at different times of the year. Soils of the Heath and their flora. Worms, moles, etc., as soil makers. Pond Dipping. Estimation of speed of a river. Visits to South Kensington Natural History Museum and the Zoological Gardens.

Standard V.—General study of the trees of the Heath. Soils of the Heath and the plants they support. Sheep, Haymaking, Clouds. Pond Life. Visit to South Kensington Museum and Zoological Gardens.

STANDARDS VI. & VII.—The Rocks and Scenery of Hampstead Heath. Recognition of all the Common Trees on the Heath. Tree Map of some special portion. Visit to South Kensington Museum. Visit to the Zoological Gardens.

Note.—Mr. Lewis in sending the scheme wrote on October 2nd, 1907, "We are extending it somewhat, for during the last five weeks I have had a class out practically every day."

APPENDIX C.

ROYAL HILL, GREENWICH. LONDON COUNTY COUNCIL SCHOOL. INFANT DEPARTMENT.

SCHEME OF WORK FOR NATURE STUDY AND SCHOOL WALKS, 1907–8.

GRADE III. (Children aged 5 years).

First Term. Autumn.

Tree life in autumn—Colour of leaves—Fruits, nuts and berries. The way in which seeds are dispersed. Falling of leaves. Buds and underground stems in preparation for the winter.

Walks in Greenwich Park.

The weather. Appearance of sun and sky.

Insects. Great abundance in the late autumn. How flies, bees, &c., prepare for winter.

Birds and Animals. Flight of birds. Empty nests. How rabbits and squirrels prepare for winter.

Second Term.

Appearance of snow and ice, if any.

Tree life in winter and spring. Budding of trees, unfolding of leaves, colour. Beginning of life with regard to grass and flowers, *e.g.*, snowdrop, crocus and primrose. Bulbs and how to grow them. Specimens growing in school. Germinating seeds.

Length of day and night. More sunny days as spring advances.

Insects, Birds and Animals. Appearance of worms and snails. Birds come back to us. Building of nests. Little lambs in fields. Baby chickens and ducks.

Farmers' work in spring. Ploughing, sowing seeds, sheep-shearing, &c.

Third Term.

Abundance of leaves on trees in summer. Use of this to birds and people. Shapes of leaves.

Summer flowers—wild and garden.

Summer fruits, *e.g.*, cherry, strawberry, &c.

Insects. Housefly. Bees. Silkworm—life-history and work.

Birds and Animals. Singing of birds. Food of birds. Growth of animals, *e.g.*, sheep, cows, chickens, &c. Life-history of a frog.

Sunshine. Summer-showers. Long days and short nights.

Visit to the seaside.

Visit to a farm-house.

Walks in the park to study river and hills.

GRADE II. (children aged 6 years.)

September.

Trees, flowers, fruit (in autumn).

Harvesting (outside observation). Weather observations.

A visit to the seaside.

October.

An autumn walk. Autumn flowers. The spider.

Nature preparing for rest. Oak trees and acorns.

November.
Rabbit and robin (outdoor observation).
Preparation for spring (ploughing and digging).
Hips and haws. Planting of bulbs.

December.
A winter's walk (bareness of trees; absence of birds).
The neighbouring park. Ivy and holly.

January.
Winter tree life.

February.
Snowdrop. Rain and wind.

March.
Crocus and tulip.

April.
Spring—tree life—birds—primroses—earthworm and snail a sign of spring. Study of tadpoles.

May.
Birds and nests—the swallow—blue-bell. Study of tadpoles.

June.
Wild flowers brought by class.
Study of silkworms and caterpillars.

July.
Summer fruits. Summer trees.

Class will keep a nature calendar, upon which is recorded day by day the children's observations of any natural or local phenomena, such as :—

1. Records of outdoor and indoor nature experiments—dates of sowing seeds, &c.
2. Weather records.
3. Observations of birds, *e.g.*, migration and first arrivals.
4. Observations of insects—appearance of butterflies, &c.
5. Records of flowers of each month and season.

STANDARD I. (Children aged 7 years).

First Term.

Late Summer—to September 24th. Autumn—to December 23rd.

Weather, rising and setting of sun, length of day, to be observed each day throughout the year.

I.—*Tree and Plant life in late Summer.*
Growth of branches.
Wood.
Foliage.
Fruit.

II.—*Tree and Plant life in Autumn.*
Their appearance in Greenwich Park.
Autumn colours.
Ripe fruits—berries, nuts, &c.
Dispersion of seeds.

III.—*How plants prepare for Winter.*
Leaf-fall.
Buds.
Cork.
Evergreens.
Underground stems.

IV.—*Insect life.*
Great abundance in late summer.
How caterpillars, spiders, snails, bees, flies and earthworms prepare for winter

V.—*Bird life.*
What is seen in late summer—no young, many full-grown birds, singing and bird sounds.
How they prepare for winter.

VI.—*Animal life.*
Deer in Greenwich Park.
How squirrels and rabbits prepare for winter.
How our tame pets prepare for winter.

Second Term.

Winter—to March 21st. Early Spring.

I.—*Tree life in Winter (and plant).*
Absence of plant life (annuals).
Bareness of trees.

II.—*How to know London Trees in Winter.*
Arrangement of boughs and branches.
Bark.
Buds.

III.—*Bird and Insect life in Winter.*
Absence of moving insect life.
Few birds—why robins and sparrows stay here.

Early Spring. Signs of Spring.
(*a*) Tree life. How buds unfold.
How leaves unfold.
Flowers on trees.
(*b*) Growth of bulbous plants.
(*c*) Spring flowers seen in Greenwich Park.
(*d*) Insect life. Appearance of ground.
(*e*) Bird life. Return from warm country.
Nesting and mating.
Care of young.
(*f*) Life in ponds and ditches—frog's eggs.
(*g*) Animal life. Preparation for summer.
Care of young.

School Garden.
First Term—Preparation of ground, planting bulbs.
Second „ —Planting seeds, thinning out plants.
Third „ —Weeding and watering garden.

Third Term.

Spring—to June 21st. Early summer.

I.—*Tree and Plant life in Summer.*
Climbing stems.
Grasses.
Colour of foliage.
Work of leaves.
Flowers in gardens and Greenwich Park.
Growth of fruits.

II.—*Bird, Insect and Animal life.*
Their full activity.

Practical Nature Study.
1. Gold-fish, frog's eggs, tadpoles, caterpillars, chrysalides, silk-worms, snails, and earthworms ; beans in glass cylinders, mustard and cress on wet flannel, tops of carrots and turnips in water, corn and maize seed on wet flannel, bulbs in earth, moss and glasses, and plants in pots to be reared.
2. Walks to be taken in Greenwich Park for observation.
3. Observation to be made in the playground on weather.
4. School gardens ; pots in room to be taken care of by children.
5. Nature calendar and weather chart to be kept.

(*Signed*) E. R. DUDMAN.
F. E. VAN KEMPEN, *Head Mistress.*

APPENDIX D.

List of Wild Flowers, Collected, Named, and Pressed, by Five Children at the Winster National School, Westmorland.

[Miss E. Moore, the Mistress of this school, has for a long time past supplemented class work by rambles which, in conjunction with work in school, have given an intimate knowledge of practical botany to a large number of children as well as an informed interest in the varied phenonema of country life. The names of the children who collected the flowers are as follows :—Fanny Chapman, Cicely Moon, Isabella Lowther, Maggie Lowther, Esther Marsden.]

Lesser Stitchwort, Sweet Briar Rose, Guelder Rose, White Rose, Pink Rose, Raspberry, Spindle Tree, Wild Jacob's Ladder, Wild Leek, Palm, Goose Grass, Wild Pretty Nancy, Common Nettle, Kesh (Cow Parsnip), Wild Sage, Double Fever-few, Bladder Campion, Centaury, Single Fever-few, Ivy-leaved Bell flower, Ivy-Leaved Toadflax, Thale Cress, Canary Creeper, Knapweed, Yellow Crosswort, Larger Ragwort, Dead Tongue, Herb-Bennet, Red and White Livelong, Wild Hop, Larged-leaved Spurge, Branched Hawkweed, Wild flower like clover, Bittercress, White Meadow Vetchling, Meadow Vetchling, Pink Common Bugle, Fat Hen, Water Lily, Large Scabious, Variegated Scabious, Bog-Rush (flowering), Figwort, Red Hawthorn, Pink Yarrow, Autumnal Hawk-Bit, Marsh Orchis, White Ling, Blue Gentian, White Poligonum, Cudweed, Yellow and White Stonecrop, Campanula (bell flower), Branched Bur-reed, Large White Hempnettle, Milk Thistle, White Herb-Robert, White Hairbell, Willow, Yellow Goat's-beard (John-go-to-bed-at-noon), Red Poppy, Wild Tea Tree, Common Valerian, Gipsywort, Toadflax, Yellow Cowwheat, Lemon Mint, Mouse-ear Hawkweed, Smaller Scabious, Common Livelong, Climbing Poligonum, Mallow, Wild Aaron's Rod, Marsh Mallow, Scentless Mayweed, Brown Monkey plant, Marsh Thistle, Wood Betony, White Thistle, Purple Loose-strife, Corn parsley, Double Buttercup, Golden Saxifrage, Water Musk, Moscatel, Larch, Oxlip, Gooseberry Flower, Currant, Cuckoo or Mayflower, Bilberry, Cranberry, Garlick Mustard, Butterfly Orchis, Meadow Cranesbill, Pink Cranesbill, Shining Cranesbill, Wild Pansy, Lesser Celandine, Common Forget-me-not, Marsh Marigold or Kingcup, Boxwood, Dog's Mercury, Mistletoe, Wild Strawberry, Wild Carrot, Anemone, Wood Sorrel, pink and white, Wild Cherry, Blackthorn, White Columbine, Blue Columbine, White Hyacinth, Blue Hyacinth, Red and White Clover, Wallpennywort, Early Vetch, Tufted Vetch, Ox-eye Daisy, Jagged-leaved Cranesbill, Water-cress, Lesser Stitchwort, Twayblade, Hoary Plantain, Common Plantain, White and Blue Violets, Marsh Violet, Balsam, Rue, Wormwood, Foxglove, Barberry, Wild Phlox, Apple, Snow Berry, Pear, Spearwort, Borage, Larger Stitchwort, Wild Shamrock, Plum, Eyebright, Pignut, Sweet Woodruff, Marsh Valerian, Cinquefoil (two kinds), (True Love Knot or Herb-Paris), Mountain Flax, Blue Hairbell, White and Yellow Bedstraw, Scotch Thistle, Woody Spurge, Wild Angelica, Water Dead Nettle, Greater early Vetch, a kind of Poligonum, Groundsel, Mouse-ear Chickweed, Burdock, Plume Thistle, Common Spurge, Evergreen Alkanet, Silverweed, Ground Ivy, White Campion, Pink Campion, Rose of Sharon, Large St. John's-wort, Mountain Everlasting, Small Vetch (name unknown), Broom, Red Rattle, Mountain Globeflower, Cicely, Bramble, Holly, Yellow Rattle, Sundew, Thyme-leaved Speedwell, Pepperwort, Water Mint, White Bell-Heather, Butterwort, Lime-tree blossom, Buck or Bog-Bean, Many-headed Thistle, Yellow Pepperwort, White Pansy, Wild Honesty, Sea Clover, Cotton Flower, White Woundwort, Purple Woundwort, Wild Thyme, Hazel Flower, Snowdrop, Potato Flower, Bugloss (common), Vipers' Bugloss, Small White Scabious, Small Purple Scabious, Cowslip, Marsh Pennywort, Sawwort, Lady's fingers (Kidney vetch), Rough Hawkbit, Double Kingcup, Water Buttercup, Heckberry (birdcherry) Wild Mustard, Sycamore, White Hawthorn, Ivy-leaved Lettuce, Chestnut, Black Bryony, Pondweed,

Comfrey, white and pink, Periwinkle, Yellow Pimpernel, Scarlet Pimpernel, Ivy Flower, Dandelion, Coltsfoot, Agrimony, Wild Dead Nettle, Wild Mint, Shepherd's-purse, Yellow Vetchling, Restharrow, Chickweed, Woody Nightshade, Bell Heather, Smaller Bird's foot Trefoil, Water Dock, Goldenrod, Elderberry, Grass-of-Parnassus, Primrose, Meadowsweet, Yellow Monkey Plant, Willow-herb, Lily-of-the-Valley, Red, white, blue, and pale blue Milkwort, Barren Strawberry, White Yarrow, Common Bugle, Whin or Furze, Ragged Robin, Common Dock, Mountain Ash, Lady's-mantle, Burnet or Coffee, Bog Asphodel, Red Shank, Winter Aconite, Whitlow Grass, Yew, Ragwort, Field Lady's-mantle, Daffodil or Lent Lily, Common Sorrel, Everlasting, Smaller Sorrel, White and Blue Speedwell, Welsh Poppy, Common Heather, Common Ling, Brook-lime, June Vetch, Privet, Mezereon, Honeysuckle, St. John's-wort, Greater Bird's-foot, Lesser Trefoil, Pink Hemp Nettle, Easter Ledge, Pink Campion, Sweet scented Dark Mauve Orchis, Tormentil, Bramble, Fumitory, Figwort, Sweet Gale, White Saxifrage, Holly Flower, Weasel Snout, Water Buttercup, Yellow Mountain Pansy, Common Scurvy Grass, Common Melilot, Wall Hawkweed, Wild Marjoram, Spanish Chestnut, Wood Sanicle, Great Mullein, Annual Knawel, Wild Garlic, Hedge Mustard, White Beam Flower, Small Daisy, Bindweed, Broadleaved Mouse-ear Chickweed, Wild Parsley, Oak Flower, White Self Heal, Blue Self Heal, Juniper, Elm Flower, Marsh Pennywort.

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   By the Rev. J. Fairley Daly, B.D., Hon. Secretary of the Livingstonia Mission (United Free Church of Scotland).
3. The Educational Work of the Blantyre Mission, British Central Africa. Prepared from Materials supplied by the Church of Scotland Foreign Mission Committee.
4. The Education of Natives in South Africa.
   By Lieut.-Colonel Sir Marshal J. Clark, K.C.M.G., Imperial Resident Commissioner, Southern Rhodesia.
5. On Native Education—South Africa.
   By the Rev. James Stewart, M.D., D.D., of Lovedale Mission, Cape Colony (United Free Church of Scotland).
6. The Work of the Moravian Missionaries in South Africa and North Queensland.
   By the Rev. J. M. Wilson of the Moravian Church.

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Volume 14 of Special Reports (Educational Systems of the Chief Crown Colonies and Possessions of the British Empire, including Reports on the Training of Native Races · Part III.—Federated Malay States, Hong Kong, Straits Settlements, Fiji and Falkland Islands) (1905) (published simultaneously with Volumes 12 and 13) contains the following Papers :—

A. ASIA—

1. The System of Education in the Federated Malay States.
   Report supplied by the Federal Education Office, Federated Malay States.
2. The System of Education in Hong Kong.
   By Mr. Edward A. Irving, Inspector of Schools, Hong Kong.
3. The System of Education in the Straits Settlements.
   By Mr. J. B. Elcum, Director of Public Instruction, Straits Settlements.

B. FIJI—

The System of Education in Fiji.
By the Hon. W. L. Allardyce, C.M.G., Colonial Secretary and Receiver General, Fiji.

C. FALKLAND ISLANDS—

The System of Education in the Falkland Islands.
By the Very Rev. Lowther E. Brandon, Dean, Colonial Chaplain and Government School Inspector, Falkland Islands.

APPENDICES—

1. Note on the Work of the Industrial Missions Aid Society.
   Prepared from materials supplied by the Industrial Missions Aid Society.
2. On the Education of Native Races (C.M.S.).
   By Mr. R. Machonachie.
3. Industrial Education in Catholic Missions.
   By the Right Rev. the Bishop of Salford.
4. Education in British New Guinea.
   By the Right Rev. the Bishop of New Guinea.
5. Work of the American Board of Commissioners for Foreign Missions in regard to Industrial and Agricultural Education in India.
   Prepared from materials supplied by the American Board of Commissioners for Foreign Missions.
6. Memorandum on Technical Education in Southern India.
   By the Rev. Canon A. Margöschis (Fellow of Madras University), Nazareth, Southern India.
7. Industrial Schools and School Gardens in Ceylon.
   By Mr. S. M. Burrows, late Director of Public Instruction in Ceylon.
8. The Education of the Indians of Canada.
   By Mr. Harry Moody, of the Canadian and Pacific Railway Company.

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   By Miss Helen E. Matheson.
2. The Teaching of Domestic Economy in Sweden.
   By Mr. Edward Adams-Ray, Stockholm.
   With Supplementary Notes by Fru Hierta-Retzius, Stockholm.
3. The Teaching of Domestic Economy in Norway.
   By Fröken Helga Helgesen, Christiania.
4. The Teaching of Domestic Science in Denmark.
   By Fröken Henni Forchhammer, Copenhagen.
5. The Teaching of Domestic Science in Switzerland.
   By Miss M. Cécile Matheson.
6. The Teaching of Domestic Science in State Institutions in France, with special reference to Paris.
   By Mlle. Régine Pitsch, Paris.

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   Introductory Note :
   I. Scheme of Work and Syllabus of Instruction in Higher Primary Schools for Boys.
   Translated by Mr. P. J. Hartog, Academic Registrar, University of London.
   II. Scheme of Work and Syllabus of Instruction in Higher Primary Schools for Girls.
   Translation prepared in the Office of Special Inquiries and Reports.
2. Life in a French Higher Primary School.
   By Mr. A. M. Saville, Assistant Master at St. Olave's School, S.E.
3. Summary of the Official Regulations affecting the Training and Position of Teachers in State Primary Schools in France.
   By Miss Helen E. Matheson.
4. The French Training College System.
   By Mr. B. Dumville, Lecturer at Islington Day Training College, N.

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By Miss M. Cecile Matheson.

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EDUCATION (IRELAND), 1907.

ANNUAL REPORT

OF THE

COMMISSIONERS OF EDUCATION

IN

IRELAND,

FOR THE YEAR 1907.

Presented to Parliament by Command of His Majesty.

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PRINTED FOR HIS MAJESTY'S STATIONERY OFFICE,
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1908

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ANNUAL REPORT

OF THE

OMMISSIONERS OF EDUCATION IN IRELAND

FOR THE YEAR

1907.

HIS EXCELLENCY JOHN CAMPBELL, EARL OF ABERDEEN, K.T., G.C.M.G.

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

IT PLEASE YOUR EXCELLENCY,

Constitution of Commission.

WE, the Commissioners of Education in Ireland, beg to submit the following neral Report of our proceedings during the year 1907.

We deeply regret to have to report the death, on February 24, 1907, of His Honour ge Carton, K.C., who was one of the first Commissioners appointed by the Lord utenant when the Scheme came into operation in 1891, and also the death, on vember 18, 1907, of Rev. Hamilton B. Wilson, D.D., who became a Commissioner 895, as Representative of the Tyrone Protestant Board of Education, and who, n 1903 until the date of his death, held uninterrupted office as Chairman and Vice-airman of the Board alternately. We take the present opportunity of recording sorrow at the loss of our colleagues and our high appreciation of their valuable vices to education during their lengthened terms of office as Commissioners.

By warrant dated June 6, 1907, your Excellency was pleased to appoint Thomas Molony, Esquire, K.C., to be a Commissioner in succession to the late Judge ton, and on November 28, 1907, the Tyrone Protestant Board of Education elected v. D. A. Taylor, M.A., D.D., to be their Representative in succession to the late v. Doctor Wilson. In addition to the changes caused by death in the *personnel* of Commission during the year, a further change took place through the regretted ignation of Sir Francis Cruise, M.D., D.L., K.S.G., in succession to whom your cellency was pleased to appoint William Joseph O'Reilly, Esquire, D.L., by warrant ed February 18, 1907. In other respects the constitution of the Commission nains the same as it was at the close of 1906, as set forth in our last Report, dated ril 18, 1907. The names of the Commissioners are set out *infra*, Appendix A, I., p. 10.

Meetings and Attendances.

We held five meetings during the year—Ordinary Quarterly Meetings on January April 18, July, 18, and October 10, and a Special Meeting on June 27. The cial Meeting was summoned for the execution of formal documents, involving the of the Common Seal, which can take place only at Board Meetings. At the eting of January 24 we elected Right Rev. Monsignor Byrne, P.P., V.G., to be our airman, and Rev. H. B. Wilson, D.D., to be our Vice-Chairman for the year. A ble of the attendances of the Commissioners is given *infra*, Appendix A, No. IV., 11.

Standing Committee

The Standing Committee held eighteen meetings during the year, that is two l than the previous year. No meeting failed for want of a quorum. In Appendix No. V., p. 11, is given a Table of attendances of the Standing Committee. The nam of those Commissioners who constitute the Standing Committee are given—Appen A No, II., p. 10.

Office Staff.

No change has taken place in our Staff during the year. Its constitution is set o in Appendix A, No. III., p. 10.

Accounts

Accounts.—In Appendix B, *infra*, pp. 12–20, we give Summaries of our Audi Accounts, together with the Certificate of the Local Government Board Auditor.

Receipts

The following is a Summary of the Income Side of our Account :—

Account.	Income—1907.												Net Credit Balances, January 1, 1907.			Gross Tota	
	Rents.			Dividends.			Miscellaneous.			Total Income.							
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.
Ulster Royal School Endowments.	3,014	17	6½	1,426	16	3	52	2	0	4,493	15	9½	830	12	6½	5,324	8
Ulster Royal School "Building Funds," etc.	—			118	16	2	232	18	10	351	15	0	57	6	4	409	1
Other Endowments,	330	5	9	1,314	19	8½	165	14	4	1,810	19	9½	752	12	9	2,563	12
Total, .	3,345	3	3½	2,860	12	1½	450	15	2	6,656	10	7	1,640	11	7½	8,297	2

Expenditure

Subjoined we give, in Summary, a Table of Expenditure :—

Account.	Expenditure—1907.												Net Credit Balances, December 31, 1907.			Gross Total.		
	Rents, Rates, and other outgoings.			Payment of Retired Masters' Annuities.			Distribution for Educational Purposes.			Total Expenditure.								
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Ulster Royal School Endowments.	591	9	3½	746	1	4	3,146	0	0	4,483	10	7½	840	17	8½	5,324	8	4
Ulster Royal School "Building Funds," etc.	83	6	9	—			266	6	6	349	13	3	59	8	1	409	1	4
Other Endowments,	551	6	11	95	0	0	1,332	19	7½	1,979	6	6½	584	6	0	2,563	12	6½
Total,	1,226	2	11½	841	1	4	4,745	6	1½	6,812	10	5	1,484	11	9½	8,297	2	2½

Comparison.

Compared with the year 1906, our gross income from all sources shows an increa of £107. For this increase Miscellaneous Receipts are mainly responsible, the princi item accounting for the difference being a sum of £83 6*s.* 9*d.* received from t Armagh Protestant Board of Education in discharge of a debt contracted on accou of School Rent. Rents show a falling off of nearly £700, but dividends are increas by, approximately, the same amount. The recent sale of the Cappaloughlin Esta furnishes the explanation for this change in the source of the Commissioners' Income

Expenditure

Our expenditure on Estate outgoings, cost of management, &c., was about £1 greater than that for the previous year, all the items being normal with the excepti of a sum of £99 18*s.* 6*d.* spent in connection with new Drainage Works carried out the old Limerick Diocesan Schoolhouse. To educational purposes we applied £2 more in 1907 than in 1906, and small accumulations of income, amounting to £135, v invested in Bank of Ireland Stock.

Total Expenditure for the year exceeded our Gross Income by £156, and the our net credit balances on December 31, 1907, was accordingly less by that than the sum total shown on the corresponding date of the previous year. Balances.

ng to the depressed state of Government Securities during the year, we have nable to proceed further with the policy, referred to in our previous Report, of Consols and investing the proceeds in other Securities yielding a higher rate of . Our Capital Account has been increased by the purchase of £49 8s. 11*d.* f Ireland Stock at a cost of £150, the purchase-money being £135 accumulations me alluded to above, together with £15 standing to the credit of the Preston Account. Capital

Ulster Royal School Endowments.

Schools sharing in the Ulster Royal School Endowments continue, on the whole, fficiently conducted. The Returns dealing with the School Rolls, the Educational s, and the condition of the School Buildings are, speaking generally, of a satis- character. For full particulars on these points we would refer to the Reports Secretary who, as Lord Lieutenant's Inspector, visited the various Schools last n. These Reports will be found in Appendix C, *infra*, pp. 21–26. General.

total number on the School Rolls for the year 1906–'07 shows a substantial and ing increase compared with the number for the year 1905–'06; the Returns a total of 772 in September, 1907, as against 705 in September, 1906. This e is in itself sufficiently remarkable, but it is all the more significant in view of t that the returns for 1906 themselves showed an improvement of 26 on those 05. The principal cases of variation in individual School Rolls are increases of t. Patrick's College, Cavan, 30 in St. Eunan's, Letterkenny, 8 in St. Macarten's, rhan, 18 in Dungannon Royal School, and 17 in St. Patrick's Academy, Dungannon, creases of 4 in Armagh Royal School, 4 in St. Patrick's College, Armagh, and Royal School, Enniskillen. The number of pupils presented for the Intermediate inations in 1907 was 447 as against 436 in 1906—an improvement which it is ying to note, but which is not proportionately so great as that of the School Numbers.

ted by the Intermediate Examinations the efficiency of the Schools continues able, although it does not reach the high standard of the year 1906, when the ntage of Passes was 70·6 as against 64·8 in the year 1907. In this connection, ver, it should be noted that the general results for the country as a whole show a d falling off in 1907, the general percentage of Passes being 57·1 as compared 2·8 in 1906. It will thus be seen that the particular results of the Schools with we are dealing, although considerably behind the similar results for 1906, are theless well in advance of the general results for the whole country, the particular eneral percentages being respectively 64·8 and 57·1. Efficiency.

state of the School Buildings generally is fairly satisfactory. The new College . Eunan, Letterkenny—the want of which was long felt—is now completed. regard to it our Secretary, as Lord Lieutenant's Inspector, reports :—"It does credit to those responsible for its erection. It affords accommodation for some y boarders—almost all of whom can be provided with separate rooms; the fittings equipment are most modern; and the domestic arrangements seem well-nigh ct." The premises of the Royal Schools, being for the most part old buildings, or a constant outlay to keep them in condition. We are assured, however, that ocal Boards interested are fully alive to the importance of the matter, and act up eir responsibilities as far as their limited resources will allow. School Premises.

are satisfied that all the schools (eleven in number) selected by the Local Boards ducation have fulfilled the conditions prescribed by the Scheme to qualify them are in the Endowments of their respective districts. We accepted as evidence of "Qualified Schools."

this qualification the certificate of the Lord Lieutenant's Inspector, who visited eac the schools in September, 1907, and who, in his report dated October 3, 1907, states " I beg to report the compliance by each of the schools with the requirements of Scheme in respect of the school year ended August 1, 1907."

Local Boards.

We print, *infra*, pp. 28–41, the Annual Reports of the Local Boards of Educa The amount distributed between those Boards for the benefit of their respective Sc Districts was £3,146, allocated as follows :—Armagh, £525 ; Cavan, £243 ; Don £213 ; Fermanagh, £897 ; and Tyrone, £1,268.

We also paid to the Cavan Roman Catholic Board and to the Ferma Roman Catholic Board, the income of their respective Building Funds ; to the managh Protestant Board the rent received for " Portora Point ;" and to each of local Boards its proportion of the sum recovered from the Inland Revenue Author in respect of Income Tax paid on the various Endowments in the hands of the C missioners.

Other Endowments.

Preston Endowment.—The gross income of this Endowment for the year, inclu dividends on the separate Capital Accounts of the Navan and Queen's County Sch and small Miscellaneous Receipts, was £1,009 16*s.* 9½*d.*, which exceeds that of previous year by the substantial sum of nearly £150, the explanation being that du the year 1906 negotiations for the sale of the Cappaloughlin Estate militated agai regular and complete rent collection. The amounts allocated to the several Sch having claims on the Endowment, after payment of the necessary outgoings, wer follows :—King's Hospital, Oxmantown, £130 1*s.* 2*d.* ; Preston School, Na £353 5*s.* 3*d.* ; and Preston School, Abbeyleix, £257 3*s.* 1½*d.*

Preston School, Navan.—The Report of the Lord Lieutenant's Inspector, whic print *infra*, page 27, states that :—" The work done in this School seems to be satisfactory." It appears, however, from the Returns furnished with the Report the School Roll numbered twenty-six, with an average attendance of twenty-t and that of three pupils presented for the Intermediate Examinations one passed.

Preston School, Abbeyleix.—We print *infra*, page 27, the Report of the Lieutenant's Inspector on this School. The Intermediate Results are not so goo those of the previous year, the percentage of Passes being reduced from sixty-ni fifty. The School Rolls, we regret to observe, show little improvement, twenty-t taking the place of twenty-two.

Carysfort Endowment.—The number of Schools receiving grants from this En ment still continues to be five, two being under Protestant and three under Ro Catholic management. The total sum available for educational purposes was £ which we divided equally between the two religious denominations. The educati efficiency of these Schools, when it is remembered that the majority of them situated in isolated country districts, may be pronounced fairly satisfactory. In case of one of the Schools, the premises must still be considered as far from suit but under the new Treasury arrangements, we hope soon to see the necessary impr ments effected.

The Leamy Endowment, Limerick.—During the year we distributed between Leamy Local Boards of Education the sum of £248 19*s.* 8*d.* The two Schools sha in the Endowment continue to be conducted in a satisfactory manner, as shown by Report of the Lord Lieutenant's Inspector, which is given *infra*, p. 27. It is gratif to note the very marked success of the Leamy High School at the Interme Examinations.

Viscount Limerick Endowment, Dundalk. — Three Schools established their to share in this Endowment, namely :—St. Mary's College, Dundalk, for twenty-pupils ; the Educational Institute, Dundalk, for twenty-three pupils ; and Christian ls, Dundalk, for four pupils. We divided the sum of £52 14*s.* 8*d.* between them, portion to these numbers.

k's Endowment, Eyrecourt.—The Trustees of this Endowment again failed to t a plan for its application, and having consulted the Manager of Eyrecourt nal School, in accordance with Sec. 6 of Scheme No. 128, we decided to continue pplication of the funds to the same purpose to which they had been applied in ur preceding years, viz., to the teaching of such technical subjects as Shirt-making ing, &c., in that School. The sum available was £17 5*s.* 3*d.* The Assistant tress of Work for the Commissioners of National Education, who visited the School e last, states :—" Each branch has been taught with thoroughness and complete ction."

Diocesan Schools and Banagher Royal School Endowments. — We paid the ing sums as prizes to preparatory grade pupils in the various localities, on tion that the money should be applied towards the payment of the winners' school or the ensuing year :—£12 to pupils of Schools in the Diocese of Leighlin and y, £26 to pupils of Schools in the Dioceses of Meath and Ardagh, £28 to pupils of ls in the Dioceses of Tuam, Killala, and Achonry, and £24 to pupils of Schools in s County (Banagher Royal School District). Again, as was the case in the two us years, we have been unable to award the whole of the Banagher Royal School ment owing to the lack of applicants. We offered £40 for competition, five being set apart for boys and three for girls, but inasmuch as we had not a single late for the three girls' prizes, these prizes, amounting to £16, could not be ted.

tone School (*Anne Hall Endowment*).—In the Report of the Lord Lieutenant's tor the following words occur:—" A slight improvement in the results of the ing, but much remains in this respect for the future." The Manager has not ried out the repairs in the old Girls' School, which, as stated in our previous rt, have already received our sanction. He hopes soon, however, to be in a on to submit plans for the purpose.

erick Diocesan School Endowment. — The improved drainage of Roxborough School Premises, mentioned in our last Report, was completed during the year otal cost of £99 18*s.* 6*d.* This expenditure was met out of unexpended income, since the year 1892 has been steadily accumulating in our hands. The credit ce at present stands at £227 18*s.* 11*d.*

Estate Management.

Appendix B, IV. and V., p. 20, we give Summaries of our Rentals for the years -1906, together with our Agents' Accounts for the corresponding periods. g to the sale of the Cappaloughlin Estate our Rental has been reduced by 10*s.* 6*d.*, while with regard to the other estates still in the hands of the nissioners, the gross Rental shows a falling off of £17, the figures being 14 1*s.* 4*d.* now as compared with £2,961 10*s.* 5½*d.* last year. Land Court ures on the Armagh and Tyrone Estates are responsible for reductions of £4 5*s.* 0*d.* £10 8*s.* 0*d.* respectively, and the Tyrone Bog Rental is accountable for the inder. Rentals and Accounts.

rears.—Leaving out of consideration the Cappaloughlin Estate, in which, owing e arrangements for sale, practically all arrears have been either forgiven or d to the purchase-money, the returns as to each of the other estates, excepting gher, in which there were no arrears, all showed an improvement at the date of ering the Accounts. The Armagh arrears have been reduced by £9, Tyrone by and Carysfort by £47, the gross figures being £1,866 1*s.* 7*d.*, as compared with 54 10*s.* 3*d.* in the previous year.

Throughout the year we have been in correspondence with the tenants on our Ar Estate as to the proposed purchase by them of their holdings under the Irish Act, 1903, and we are glad to be able to report that, as the result of such corre dence, arrangements have been practically concluded for the sale of this Estate.

All which we have the honour to submit to Your Excellency as our Report i premises.

Sealed with our Common Seal at a Meeting this 29th day of April, 1908, and forw for submission to Your Excellency o same date.

Present when the Seal was affixed—

ANTHONY TRAILL, *Chairman.*
P. J. BYRNE, *Vice-Chairman.*
J. W. R. CAMPBELL.
JAMES C. MacGINLEY.
THOMAS SMOLLEN, P.P.
WILLIAM O'REILLY.
W. R. COONEY.
J. WALKER CRAIG.
JAMES H. STRONG.

STANISLAUS MURPHY,
Secretary.

APPENDICES.

APPENDIX A.

No. I.

THE COMMISSIONERS OF EDUCATION IN IRELAND, 1907.

I. Appointed by the Lord Lieutenant:

1. Sir Charles B. Ball, M.D.
2. Most Rev. Dr. Browne, Bishop of Cloyne.
3. Rev. J. W. R. Campbell, M.A.
- *4. His Honor Judge Carton. / Thomas F. Molony, Esq., K.C.
- †5. Sir Francis R. Cruise, M.D., D.L. / William J. O'Reilly, Esq., D.L., R.M.
6. Most Rev. Dr. Donnelly, Bishop of Canea.
7. Rev. J. M. Hamilton, D.D., A.M.
8. Rev. J. Denham Osborne, M.A.
9. W. J. M. Starkie, Esq., M.A., Litt.D., Resident Commissioner of National Education
10. R. Y. Tyrrell, Esq., Litt.D., S.F.T.C.D.

II. Elected by the Local Boards of Education:

11. Sir James H. Stronge, Bart., D.L., Armagh Protestant Board.
12. Very Rev. M. Canon Coyne, P.P., Armagh Roman Catholic Board.
13. Anthony Traill, Esq., LL.D., M.D., Provost, T.C.D., Cavan Protestant Board.
14. His Grace The Most Rev. Dr. Walsh, Archbishop of Dublin, Cavan Roman Catholic Board.
15. His Honor Judge Craig, Donegal Protestant Board.
16. Very Rev. James C. MacGinley, Donegal Roman Catholic Board.
17. W. R. Cooney, Esq., J.P., Fermanagh Protestant Board.
18. Right Rev. Monsignor Smollen, P.P., V.G., Fermanagh Roman Catholic Board.
- ‡19. Rev. H. B. Wilson, D.D., Tyrone Protestant Board, *Vice-Chairman.* / Rev. D. A. Taylor, D.D., M.A.
20. Right Rev. Monsignor Byrne, P.P, V.G., Tyrone Roman Catholic Board, *Chairman.*

No. II.

THE STANDING COMMITTEE.

1. The Chairman, } *ex-officio.*
2. The Vice-Chairman, }
3. Rev. Mr. Campbell.
4. Mr. O'Reilly.
5. Judge Craig.
6. Rev. J. Denham Osborne.
7. Rev. Dr. Hamilton.
8. Very Rev. Dean MacGinley.
9. Dr. Starkie.
10. Dr. Traill.

No. III.

STAFF.

Secretary;

Stanislaus Murphy, LL.B., Barrister-at-Law.

Clerk;

Arthur C. Ellis.

Solicitor;

James Robinson, Esquire, 119, Stephen's-green, Dublin.

* Judge Carton died 24th February, 1907. Succeeded by Mr. Molony on 6th June, 1907.
† Sir Francis Cruise resigned February, 1907. Succeeded by Mr. O'Reilly on 18th February, 1907.
‡ Rev. Dr. Wilson died 18th November, 1907. Succeeded by Rev. Dr. Taylor on 28th November, 1907.

No. IV.

ATTENDANCE ROLL OF THE COMMISSIONERS, 1907.

NAMES OF COMMISSIONERS.	DATES OF MEETINGS.					Total.
	January 24.	April 18.	June 27. Special.	July 18.	October 10.	
Byrne, Monsignor, *Chairman*,	1	1	–	1	1	4
* Wilson, Rev. Dr., *Vice-Chairman*,	1	1	1	1	1	5
Sir C. B. Ball, M.D.,	1	–	–	–	–	1
Browne, Most Rev. Dr.,	1	–	–	1	1	3
Campbell, Rev. Mr.,	1	1	–	–	1	3
† Carton, Judge,	–	–	–	–	–	0
Cooney, W. R.,	1	1	–	1	1	4
Coyne, Very Rev. Canon,	1	1	–	1	1	4
Craig, Judge,	–	–	–	–	–	0
Cruise, Sir Francis,	–	–	–	–	–	0
Donnelly, Most Rev. Dr.	1	1	–	1	1	4
Hamilton, Rev. Dr.,	1	1	1	–	–	3
MacGinley, Very Rev. Dean,	1	1	1	1	1	5
Osborne, Rev. J. D.,	1	1	1	1	1	5
Smollen, Monsignor,	1	1	–	1	1	4
Starkie, Dr.,	–	–	–	–	1	1
Stronge, Sir James,	–	1	–	1	–	2
Traill, Dr.,	1	–	1	–	1	3
Tyrrell, Dr.,	1	–	–	–	1	2
Walsh, Most Rev. Dr.,	1	1	–	–	1	3
** Molony, T. F.,	–	–	1	1	1	3
†† O'Reilly, W. J.,	–	1	–	–	1	2
‡‡ Taylor, Rev. Dr.,	–	–	–	–	–	0

No. V.

ATTENDANCE ROLL OF STANDING COMMITTEE, 1907.

TOTAL NUMBER OF MEETINGS SUMMONED DURING THE YEAR—**18**.

TOTAL NUMBER OF MEETINGS HELD DURING THE YEAR—**18**.

MEMBERS OF STANDING COMMITTEE.	Dates of Meetings.																		Total.
	January 17.	January 31.	February 28.	March 14.	March 28.	April 11.	May 9.	May 23.	June 6.	June 27.	July 11.	August 29.	September 26.	October 24.	November 7.	November 21.	November 28.	December 19.	
Byrne, Monsignor, *Chairman*,	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	1
* Wilson, Rev. Dr., *Vice-Chairman*,	1	1	1	1	1	–	1	1	–	1	1	1	1	1	1	–	–	–	13
Campbell, Rev. Mr.,	1	–	–	–	1	–	–	–	–	–	–	–	1	1	–	–	1	–	5
† Carton, Judge,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Craig, Judge,	–	–	–	1	–	–	–	–	–	–	1	1	–	–	1	1	1	1	7
Hamilton, Rev. Dr.,	–	1	1	1	1	1	–	–	–	1	–	1	1	–	1	1	–	1	11
MacGinley, Very Rev Dean,	–	1	1	1	–	–	–	–	–	1	–	–	1	–	1	–	–	–	6
Osborne, Rev. J. D.,	1	1	–	1	1	1	1	1	–	1	–	1	1	1	1	1	1	1	15
Starkie, Dr.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Traill, Dr.,	1	–	1	1	–	–	1	1	1	1	–	–	–	1	1	1	1	–	11
†† O'Reilly, W. J.,	–	–	–	–	–	–	1	1	1	–	–	1	1	–	–	–	–	1	6

* Rev. Dr. Wilson died 18th November, 1907.
† Judge Carton died 24th February, 1907.
‡ Sir Francis Cruise resigned February, 1907.
** Mr. Molony appointed on 6th June, 1907.
†† Mr. O'Reilly appointed on 18th February, 1907.
‡‡ Rev. Dr. Taylor appointed on 28th November, 1907.

THE COMMISSIONERS OF EDUCATION

APPENDIX B.—

No. I.—SUMMARY OF

Dr. Made up to

TITLE OF ACCOUNT.	£	s.	d.
To Armagh Royal School Endowment—Capital,	145	1	0
„ Armagh Protestant Board,	115	10	0
„ Cavan Estate, Sale,	44	3	5
„ Cavan Protestant Board, Loan Account,	485	16	3
„ Donegal Estate, Sale,	11	5	4
„ Donegal Protestant Board,	25	1	2
„ Fermanagh Protestant Board—Income,	6	8	0
„ Fermanagh Protestant Board—Capital,	600	0	0
„ Dungannon Estate, Loan,	25	16	0
„ Fermanagh Estate, Sale,	107	10	11
„ Cappaloughlin Estate, Sale,	3	4	6
„ Ulster Bank,	1,091	17	7
„ Agents' Accounts,	795	7	10
„ Leamy Roman Catholic Board,	1	10	0
„ Banagher Royal School Endowment,	2	19	9
Total,	£3,461	11	9

IN IRELAND, 6 GRAFTON STREET, DUBLIN.

ACCOUNTS.

CASH ACCOUNTS.

December 31st, 1907. *Cr.*

TITLE OF ACCOUNT.	—
	£ s. d.
By Armagh Royal School Endowment—Income,	67 13 7
„ Cavan Royal School Endowment—Capital,	485 16 3
„ Cavan Royal School Endowment—Income,	120 10 6½
„ Cavan Roman Catholic Board,	30 19 2
„ Raphoe Royal School Endowment—Capital,	0 11 6
„ Raphoe Royal School Endowment—Income,	111 8 5
„ Enniskillen Royal SchoolEndowment—Capital,	145 1 0
„ Enniskillen Royal School Endowment—Income,	449 14 11½
„ Fermanagh Roman Catholic Board—Capital,	600 0 0
„ Fermanagh Roman Catholic Board—Income,	28 8 11
„ Dungannon Royal School Endowment—Income,	91 10 2½
„ Preston (Navan) Income,	241 0 6½
„ Preston (Queen's Co.) Income,	188 2 0
„ Leamy Endowment,	57 17 4
„ Leamy Protestant Board—Capital,	2 18 0
„ Leamy Protestant Board—Income,	33 14 1
„ Limerick Diocesan School,	227 18 11
„ Leighlin and Ossory Diocesan School,	11 4 7
„ Meath and Ardagh Diocesan School,	29 9 8
„ Tuam, Killala, and Achonry Diocesan School,	34 9 11
„ Athlone Private School,	2 1 0
„ Banks Endowment, Eyrecourt,	8 8 7
„ Reps. R. Owen,	147 5 11
„ Preston School Scholarship, Abbeyleix,	3 0 1
„ Viscount Limerick Endowment,	53 7 6
„ Blue Coat Hospital,	37 10 0
„ Carysfort Royal School Endowment,	64 6 9
„ Outstanding Orders,	187 2 4
Total,	£3,461 11 9

THE COMMISSIONERS OF EDUCATION

No. II.—STOCK

Dr. Made up to

DESCRIPTION OF SECURITY	—
	£ s. d.
Government 2½ per Cent. Consolidated Stock :—	
To Commissioners of Education, "Account A,"	4,196 12 6
,, Do. do., (formerly collateral with Bank of Ireland),	2,000 0 0
,, Do. do., "Account B,"	164 2 10
,, Accountant-General, Credit of Commissioners and Great Southern and Western Railway Company,	903 19 2
,, Bishop of Clonfert, and others, and Commissioners,	440 6 9
	7,705 1 3
To Canada 3 per cent. Stock,	498 16 2
Railway Debenture Stock, &c. :—	
To Midland Great Western Railway 4 per cent. Debenture	3,334 0 0
	3,334 0 0
Do do. 4¼ per cent. Debenture,	821 0 0
	821 0 0
Do. dc. 4 per cent. Rent Charge,	2,923 0 0
	2.923 0 0
To Great Southern and Western Railway 4 per cent. Guaranteed Preference Stock,	5,100 0 0
	5,100 0 0

IN IRELAND, 6 GRAFTON STREET, DUBLIN.

MEMORANDUM ACCOUNT.

December 31st, 1907. *Cr.*

TITLE OF ENDOWMENT ACCOUNT, &c.	£ s. d.
Government 2½ per Cent. Consolidated Stock :—	
By Cavan Roman Catholic Board	2,607 11 3
,, Preston (Navan) Endowment,	3,514 11 4
,, Limerick Diocesan School,	63 1 6
,, Banks Endowment, Eyrecourt,	11 8 5
,, Do. do.	440 6 9
,, Athlone Private School,	164 2 10
,, Preston General Endowment,	903 19 2
	7,705 1 3
,, Preston School, Navan,	498 16 2
Railway Debenture Stock, &c :—	
By Leamy Endowment,	3,169 0 0
,, Leamy Protestant Board,	139 0 0
,, Fermanagh Roman Catholic Board,	26 0 0
	3,334 0 0
,, Leamy Protestant Board,	500 0 0
,, Banks Endowment, Eyrecourt,	65 0 0
,, Leighlin and Ossory Diocesan School,	46 0 0
,, Meath and Ardagh do. do.	103 0 0
,, Tuam, Killala, and Achonry do. do.	107 0 0
	821 0 0
,, Leamy Endowment,	1,106 0 0
,, Enniskillen Royal School Endowment,	1,417 0 0
,, Fermanagh Roman Catholic Board,	400 0 0
	2,923 0 0
,, Cavan Royal School Endowment,	1,100 0 0
,, Carysfort Royal School Endowment,	1,057 11 3
,, Preston (Queen's County) Endowment,	2,798 14 11
,, Tuam, Killala, and Achonry Endowment,	114 18 5
,, Banks Endowment, Eyrecourt,	28 15 5
	5,100 0 0

Dr. No. II.—STOCK

DESCRIPTION OF SECURITY.	£ s. d.
Railway Debenture Stock, &c. :—	
To Great Southern and Western Railway 4 per cent. Debenture,	3,611 0 0
	3,611 0 0
To Dublin and South Eastern Railway New Consolidated (A.) 4 per cent. Debenture,	954 0 0
	954 0 0
„ Cork and Macroom 4 per cent. Debenture,	1,000 0 0
„ Midland Railway Company 2½ per cent. Debenture (Donegal Conversion),	900 0 0
	900 0 0
To Great Northern Railway 4 per cent. Debenture,	2,447 0 0
	2,447 0 0
„ Great Northern Railway 4 per cent. Guaranteed Stock,	600 0 0
„ Cork and Bandon 4 per cent. Debenture,	2,667 0 0
	2,667 0 0
„ Guaranteed Land Stock,	34,484 18 4
„ Do. do. (Guarantee Deposits),	5,088 0 0
	39,572 18 4
Bank of Ireland Stock,	313 5 3
	313 5 3

MEMORANDUM ACCOUNT—*continued.*

Cr.

TITLE OF ENDOWMENT ACCOUNT, &c.	£	s.	d.
Railway Debenture Stock, &c.:—			
By Leamy Endowment,	1,250	0	0
„ Viscount Limerick Endowment,	22	0	0
„ Cavan Royal School Endowment,	1,245	7	5
„ Raphoe Royal School Endowment,	132	0	0
„ Leighlin and Ossory Diocesan Endowment,	267	7	9
„ Fermanagh Roman Catholic Board,	199	0	0
„ Tuam, Killala, and Achonry,	487	4	10
„ Dungannon Royal School Endowment,	8	0	0
	3,611	0	0
„ Leamy Endowment,	741	0	0
„ Raphoe Royal School Endowment,	213	0	0
	954	0	0
„ Raphoe Royal School Endowment,	1,000	0	0
„ Raphoe Royal School Endowment,	414	0	0
„ Fermanagh Roman Catholic Board,	264	0	0
„ Carysfort Royal School Endowment,	72	0	0
„ Leighlin and Ossory Endowment,	34	0	0
„ Meath and Ardagh Endowment,	36	0	0
„ Tuam Killala, and Achonry Endowment,	80	0	0
	900	0	0
„ Enniskillen Royal School Endowment,	2,300	0	0
„ Viscount Limerick Endowment,	147	0	0
	2,447	0	0
„ Meath and Ardagh Diocesan Endowment,	600	0	0
„ Raphoe Royal School Endowment,	1,687	0	0
„ Enniskillen Royal School Endowment,	980	0	0
	2,667	0	0
„ Cavan Estate Sale,	7,524	18	6
„ Donegal Estate Sale,	11	0	0
„ Fermanagh Estate Sale,	26,948	19	10
„ Raphoe Royal School Endowment,	1,912	0	0
„ Cavan Royal School Endowment,	187	0	0
„ Enniskillen Royal School Endowment,	2,989	0	0
	39,572	18	4
„ Preston School Scholarship, Abbeyleix,	209	14	4
„ Preston General Account,	4	18	10
„ Fermanagh Roman Catholic Board,	35	9	5
„ Meath and Ardagh Diocesan Endowment,	3	9	5
„ Tuam, Killala, and Achonry Diocesan Endowment,	14	19	1
„ Banks Endowment, Eyrecourt,	8	8	11
„ Banagher Royal School,	36	5	3
	313	5	3

APPENDIX B.—

No. III.—RECEIPTS AND

1 (*a*.)—THE ULSTER ROYAL

Dr. CHARGE.

Name of Endowment.	Credit Balances, Dec. 31, 1906.	RECEIPTS. Rents.	Dividends.	Other Payments.	Total Receipts.	Debit Balances, Dec. 31, 1907.	TOTAL.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Armagh Royal School,	55 0 5½	1,221 9 9	—	5 12 8	1,227 2 5	—	1,282 2 10½
Cavan Royal School,	120 8 10½	—	290 12 0	21 12 0	312 4 0	—	432 12 10½
Raphoe Royal School,	89 16 10	72 15 0	175 5 7	1 14 8	249 15 3	—	339 12 1
Enniskillen Royal School,	446 18 8½	74 0 0	960 12 6	13 12 0	1,048 4 6	—	1,495 3 2½
Dungannon Royal School,	118 7 8	1,646 12 9½	0 6 2	9 10 8	1,656 9 7½	—	1,774 17 3½
Total,	830 12 6½	3,014 17 6½	1,426 16 3	52 2 0	4,493 15 9½	—	5,324 8 4

1 (*b*.)—THE ULSTER LOCAL

Dr. CHARGE.

Name of Local Board.	Credit Balances, Dec. 31, 1906.	RECEIPTS. Distributive Share of Endowment.	Dividends, &c., on Building Funds, &c.	Other Receipts.	Total Receipts.	Debit Balances, Dec. 31, 1907.	Total
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Armagh Protestant,	—	262 10 0	—	83 6 9	345 16 9	115 10 0	461 6 9
Armagh Roman Catholic,	—	262 10 0	—	6 16 0	269 6 0	—	269 6 0
Cavan Protestant,	—	121 10 0	—	6 5 6	127 15 6	—	127 15 6
Cavan Roman Catholic,	30 19 2	121 10 0	61 18 4	9 10 5	192 18 9	—	223 17 11
Donegal Protestant,	—	106 10 0	—	15 14 1	122 4 1	25 1 2	147 5 3
Donegal Roman Catholic,	—	106 10 0	—	4 5 3	110 15 3	—	110 15 3
Fermanagh Protestant,	—	448 10 0	—	30 4 7	478 14 7	6 8 0	485 2 7
Fermanagh Roman Catholic,	26 7 2	448 10 0	56 17 10	27 0 6	532 8 4	—	558 15 6
Tyrone Protestant,	—	634 0 0	—	30 12 3	664 12 3	—	664 12 3
Tyrone Roman Catholic,	—	634 0 0	—	30 12 4	664 12 4	—	664 12 4
Total,	57 6 4	3,146 0 0	118 16 2	244 7 8	3,509 3 10	146 19 2	3,713 9 4

2.—OTHER ROYAL SCHOOLS AND PRIVATE ENDOWMENTS

Dr. CHARGE.

NAME OF ENDOWMENT.	Credit Balances, December, 1906.	RECEIPTS. Rents.	Dividends.	Other Receipts.	Total Receipts.	Debit Balances, December 31, 1907.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Banagher Royal School,	127 3 4	115 0 0	2 1 8	3 6 7	120 8 3	2 19 9	250 11 4
*Carysfort Royal School,	69 19 10	136 14 3	42 3 9	9 15 9	188 13 9	—	258 13 7
Athlone Private School,	2 5 0	—	4 2 0	0 4 6	4 6 6	—	6 11 6
Banks Endowment, Eyrecourt,	9 4 5	12 8 6	15 19 6	0 16 6	29 4 6	—	38 8 11
Leamy Endowment, Limerick,	69 11 11	—	238 2 3	14 5 8	252 7 11	—	321 19 10
Leamy Protestant Board of Education.	—	—	25 9 6	1 6 9	26 16 3	—	26 16 3
Preston Endowment (General),	—	—	†679 11 9½	115 7 11	794 19 8½	—	794 19 8½
Preston School, Navan,	25 17 5	—	97 14 1	5 11 8	103 5 9	—	129 3 2
Preston, Queen's County, Endowments.	4 7 0	—	106 7 0	5 4 4	111 11 4	—	115 18 4
Preston Scholarship,	24 8 1	—	23 12 10	—	23 12 10	—	48 0 11
Viscount Limerick Endowment, Dundalk.	52 17 1	46 3 0	6 8 6	0 15 8	53 7 2	—	106 4 3
Meath and Ardagh Diocesan School Fund.	25 5 3	—	28 4 0	2 1 8	30 5 8	—	55 10 11
Leighlin and Ossory Diocesan School Fund.	9 13 2	—	12 16 10	0 15 0	13 11 10	—	23 5 0
Limerick Diocesan School Fund,	302 8 1	20 0 0	1 9 8	3 19 8	25 9 4	—	327 17 5
Tuam, &c., Diocesan School Fund.	29 12 2	—	30 16 4	2 2 5	32 19 0	—	62 11 2
Totals,	752 12 9	330 5 9	1,314 19 8½	165 14 4	1,810 19 9½	2 19 9	2,566 12 3½

* From October 1, 1906, to September 30, 1907. † Including "Interest in lieu of Rent."

ACCOUNTS.

EXPENDITURE, 1907.

SCHOOL ENDOWMENTS.

DISCHARGE. Cr.

Debit Balances Dec. 31, 1906.	EXPENDITURE. On Estate, Endowment, &c. Rents, Taxes, &c.	Agency Charges, and other Payments.	Retired Masters' Annuities.	Amount Distributed between Local Boards.	Total Expenditure.	Credit Balances, Dec. 31, 1907.	TOTAL.	Name of Endowment.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
—	127 4 0½	87 7 5	474 17 10	525 0 0	1,214 9 3½	67 13 7	1,282 2 10½	Armagh Royal School.
—	—	5 3 2	63 19 2	243 0 0	312 2 4	120 10 6½	432 12 10½	Cavan Royal School.
—	2 0 8	13 3 0	—	213 0 0	228 3 8	111 8 5	339 12 1	Raphoe Royal School.
—	7 0 0	24 7 5	117 0 10	897 0 0	1,045 8 3	449 14 11½	1,495 3 2½	Enniskillen Royal School.
—	94 1 1	231 2 6	90 3 6	1,268 0 0	1,683 7 1	91 10 2½	1,774 17 3½	Dungannon Royal School.
—	230 5 9½	361 3 6	746 1 4	3,146 0 0	4,483 10 7½	840 17 8½	5,324 8 4	Total.

BOARDS OF EDUCATION.

DISCHARGE. Cr.

Debit Balances, December 31, 1906.	CREDITS. Rent, &c., due by Local Boards.	Income of Building Funds, &c., paid.	Net Amount of Share of Endowment.	Total Credits.	Credit Balances, December 31, 1907.	Total.	Name of Local Board.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
230 6 9	231 0 0	—	—	231 0 0	—	461 6 9	Armagh Protestant.
—	—	6 16 0	262 10 0	269 6 0	—	269 6 0	Armagh Roman Catholic.
—	—	6 5 6	121 10 0	127 15 6	—	127 15 6	Cavan Protestant.
—	—	71 8 9	121 10 0	192 18 9	30 19 2	223 17 11	Cavan Roman Catholic.
25 1 2	63 0 0	4 5 3	54 18 10	122 4 1	—	147 5 3	Donegal Protestant.
—	—	4 5 3	106 10 0	110 15 3	—	110 15 3	Donegal Roman Catholic.
8 18 0	30 6 0	25 4 7	420 14 0	476 4 7	—	485 2 7	Fermanagh Protestant.
—	—	81 16 7	448 10 0	530 6 7	28 8 11	558 15 6	Fermanagh Roman Catholic.
—	—	30 12 3	634 0 0	664 12 3	—	664 12 3	Tyrone Protestant.
—	—	30 12 4	634 0 0	664 12 4	—	664 12 4	Tyrone Roman Catholic.
264 5 11	324 6 0	261 6 6	2,804 2 10	3,389 15 4	59 8 1	3,713 9 4	Total.

AND THE DIOCESAN SCHOOL FUNDS.

DISCHARGE. Cr.

Debit Balances, December 31, 1906.	EXPENDITURE. On Estate, &c. Rents, &c.	Other Expenditure.	Educational.	Total Expenditure.	Credit Balances, December, 1907.	Total.	NAME OF ENDOWMENT.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
—	12 6 11	‡214 4 5	24 0 0	250 11 4	—	250 11 4	Banagher Royal School.
—	4 4 3	36 9 9	159 0 0	199 14 0	58 19 7	258 13 7	Carysfort Royal School.
—	—	—	4 10 6	4 10 6	2 1 0	6 11 6	Athlone Private School.
—	12 14 3	0 0 10	17 5 3	30 0 4	8 8 7	38 8 11	Banks Endowment, Eyrecourt.
—	40 0 0	0 9 1	223 13 5	264 2 6	57 17 4	321 19 10	Leamy Endowment, Limerick.
—	—	1 10 0	25 6 3	26 16 3	—	26 16 3	Leamy Protestant Board of Education.
—	111 19 1	84 6 0	598 14 7½	794 19 8½	—	794 19 8½	Preston Endowment (General).
—	—	—	79 17 5	79 17 5	49 5 9	129 3 2	Preston School, Navan.
—	—	2 18 0	61 17 6	64 15 6	51 2 10	115 18 4	Preston, Queen's County, Endowments.
—	—	*25 0 10	20 0 0	45 0 10	3 0 1	48 0 11	Preston Scholarship.
—	—	0 2 1	52 14 8	52 16 9	53 7 6	106 4 3	Viscount Limerick Endowment, Dundalk.
—	—	0 1 3	26 0 0	26 1 3	29 9 8	55 10 11	Meath and Ardagh Diocesan School Fund.
—	—	0 0 5	12 0 0	12 0 5	11 4 7	23 5 0	Leighlin and Ossory Diocesan School Fund.
—	—	99 18 6	—	99 18 6	227 18 11	327 17 5	Limerick Diocesan School Fund.
—	—	0 1 3	28 0 0	28 1 3	34 9 11	62 11 2	Tuam, &c., Diocesan School Fund.
—	181 4 6	465 2 5	1,332 19 7½	1,979 6 6½	587 5 9	2,566 12 3¼	Totals.

‡ Including £95, retiring annuity of late Head Master, and £110 accumulated income invested.
* Including £25 accumulated income invested.

No. IV.—SUMMARY RENTAL FOR YEAR TO SEPTEMBER–NOVEMBER, 1906.

RENTALS, 1906.

NAME OF ESTATE.	Arrears, 1905.	Rent, 1906.	Total.	Collected, 1906.	Arrears, 1906.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Armagh, ...	25 10 6	934 17 0	960 7 6	943 19 4	16 8 2
Tyrone, ...	1,757 9 1	1,606 1 11	3,363 11 0	1,649 0 9	1,714 10 3
Do., Bog, . . .	113 7 7	119 3 0	232 10 7	118 7 11	114 2 8
Carysfort, . . .	68 3 1	124 14 3	192 17 4	171 16 10	21 0 6
Banagher, . . .	Nil.	159 5 2	159 5 2	159 5 2	Nil.
Totals, . .	1,964 10 3	2,944 1 4	4,908 11 7	3,042 10 0	1,866 1 7

No. V.—SUMMARY OF AGENTS' ACCOUNTS, MAY, 1906, TO MAY, 1907.

Name of Estate.	Balance, 1906.	Receipts, 1906–1907.	Total.	Outgoings, 1906–1907.	Lodged, 1906–1907.	Balance, 1907.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Armagh, . .	47 13 9	954 4 2	1,001 17 11	175 12 2	800 0 0	26 5 9
Tyrone, . .	133 4 11	1,767 8 8	1,900 13 7	308 6 8	1,450 0 0	142 6 11
Carysfort, . .	Nil.	183 8 8	183 8 8	54 0 10	129 7 10	Nil.
Banagher, . .	132 9 2½	172 1 2	304 10 4½	129 16 1½	—	174 14 3
Totals, . .	313 7 10½	3,077 2 8	3,390 10 6½	667 15 9½	2,379 7 10	343 6 11

AUDITOR'S CERTIFICATE.

Local Government Board, Dublin,

15*th April*, 1908.

SIR,

I am directed by the Local Government Board for Ireland to forward, herewith, for the information of the Commissioners of Education in Ireland a copy of the Report of the Auditor on his audit of their accounts for the year ended 31st December, 1907, together with attested abstracts of the accounts.

I am, Sir,

Your obedient servant,

H. COURTNAY, *Assistant Secretary.*

To STANISLAUS MURPHY, Esq., LL.B.

[COPY.]

Local Government Board, Dublin,

14*th April*, 1908.

GENTLEMEN,

I have the honour to report that I have audited the Accounts of the Commissioners of Education in Ireland for the Year ended the 31st December, 1907, under the provisions of the Educational Endowments (Ireland) Act, 1885, and I forward herewith the Abstracts of the Account, in the prescribed form, duly certified.

I am, Gentlemen,

Your obedient servant,

R. J. BAKER, *Auditor.*

The Local Government Board, Dublin.

INSPECTION, 1906-1907.

REPORT

With regard to the INSPECTION for the YEAR 1906-1907 of the SCHOOLS selected by the Local Boards of Education to share in the

ULSTER ROYAL SCHOOL ENDOWMENTS.

As Inspector appointed by His Excellency the Lord Lieutenant for the school year 1906-07, I made my Inspection of these Schools in September, 1907. The number of such Schools is still eleven.

The subjoined Table shows the accommodation of the Schools and the numbers on their Rolls respectively :—

NAME OF SCHOOL.	[a]No. of Pupils which the School can accommodate.			No. of Pupils on Roll, 1906-1907.				
				Boarders.		Day Pupils.		Total.
	Boarders.	Day Pupils.	Total.	Male.	Female.	Male.	Female.	
Royal School, Armagh,	100	100	200	47	—	32	—	79
St. Patrick's College, Armagh,	60	16	76	47	—	1	—	48
Royal School, Cavan,	40	40	80	15	—	18	—	33
St. Patrick's College, Cavan,	90	50	140	56	—	32	—	88
Royal School, Raphoe,	40	100	140	8	3	18	18	47
St. Eunan's Seminary, Letterkenny,	80	20	100	56	—	4	—	60
Royal School, Enniskillen,	110	50	160	91	—	24	—	115
St. Macarten's Seminary, Monaghan,	70	30	100	63	—	1	—	64
St. Michael's College, Enniskillen,	—	50	50	—	—	38	—	38
Royal School, Dungannon,	60	140	200	27	10	43	51	131
St. Patrick's Academy, Dungannon,	—	130	130	—	—	35	34	69
Totals,	650	726	1,376	410	13	246	103	772

The success of the Schools, as shown by the Intermediate Examinations, is set forth in the following Table :—

NAME OF SCHOOL.	No. of Pupils on Intermediate School Roll.	Number presented for Intermediate Examinations.		Number who passed.		Percentage of Passes to Intermediate School Roll.	Percentage of Passes to number presented for examination.
		Male.	Female.	Male.	Female.		
Royal School, Armagh,	47	32	—	17	—	36·1	53·1
St. Patrick's College, Armagh,	27	23	—	19	—	70·3	82·6
Royal School, Cavan,	22	15	—	9	—	40·9	60·
St. Patrick's College, Cavan,	61	47	—	32	—	52·4	68·
Royal School, Raphoe,	31	19	11	10	5	48·3	50·
St. Eunan's Seminary, Letterkenny,	47	38	—	26	—	55·3	68·4
Royal School, Enniskillen,	85	53	—	30	—	35·2	56·6
St. Macarten's Seminary, Monaghan,	52	52	—	32	—	61·5	61·5
St. Michael's College, Enniskillen,	37	30	—	19	—	51·3	63·3
Royal School, Dungannon,	76	42	22	24	18	55·2	65·6
St. Patrick's Academy, Dungannon,	63	31	32	24	25	79·3	77·7
General Result,	548	382	65	242	48	52·9	64·8

[a] Those numbers are, of course, only approximate

School Rolls.—It is with sincere pleasure that I report a very marked increase in the total number of pupils on the rolls for the year just closed, as compared with the previous period—the figures being 772 in 1907 and 705 in 1906. This increase is sufficiently striking, but it becomes more remarkable when one considers that the returns for 1906 themselves showed an improvement of 26 on those for 1905. In other words, the rolls are stronger now by nearly 100 than they were two years ago—an increase of nearly 14 per cent.—and whereas a total strength of 700 was then something to be desired, it would now give no great cause for congratulation. In previous Reports I alluded to Cavan Royal School and St. Patrick's Academy, Dungannon, as being the two Schools which left most room for improvement in the strength of their rolls. In the case of the latter, the roll now stands at 69 (an increase of 17), and I hope to see a still further increase chronicled during the coming year. As to Cavan, the competition of the other Royal Schools and the comparative sparseness, locally, of the class for which the school is intended to provide, will, I fear, be continuing quantities to militate against a very strong School roll, but that the present returns (33) can be improved I am confident, and I look to the members of the local board—individually rather than as a corporate body—to use their best efforts in this behalf.

The most marked increase in individual School rolls is that of St. Eunan's, Letterkenny, where the 30 of last year gives place to 60 this year, and, of course, the increase is due to the opening of the new College, which is splendidly equipped in every way as a first-class boarding-school. Other substantial increases are to be noted in St. Patrick's College, Cavan, 9; St. Macarten's, Monaghan, 8; Dungannon Royal School, 18; and St. Patrick's Academy, Dungannon, 17, as alluded to above. On the other hand, Armagh Royal School, St. Patrick's College, Armagh, and Royal School, Enniskillen, show reductions of 4, 4, and 13, respectively.

The gross Intermediate rolls this year numbered 548, of whom 447 were presented for examination, that is 81 per cent., while last year the figures were 529 and 436, or 82 per cent. That the falling-off in this respect has been immaterial, is, I think, matter for congratulation, as I am strongly of opinion that not only is it in accordance with the spirit of the Scheme, but also generally desirable in the interests of the pupils, that as many as possible of those on the Intermediate roll should be presented for examination.

Educational Efficiency.—Tested by the results of the recent Intermediate Examinations, the Schools, taken as a whole, have done fairly well. The successful candidates number 290 out of 447 who entered for the examinations, that is, the percentage of "Passes" is 64·8. This result shows a marked falling-off as compared with that of last year, when the percentage was 70·6. But then, it must be remembered that the general results for the country as a whole also show a marked falling-off this year, the general percentage of "Passes" being 57·1 as compared with 62·8 in 1906. It thus appears that the particular results of the Schools with which we are dealing, although considerably behind the similar results of last year, are nevertheless well in advance of the general results for the whole country, the particular and general percentages being respectively 64 and 57.

Judged by the Intermediate Examinations, only three of the Schools sharing in the Endowments have advanced during the year. They are St. Patrick's College, Armagh, St. Eunan's, Letterkenny, and Enniskillen Royal School, their percentages of "Passes" having risen from 68 to 82, 63 to 68, and 47 to 56 respectively. On the other hand, no less than seven of the Schools show decreased percentages, and notably the following:—Raphoe Royal School, St. Macarten's, Monaghan, and St. Michael's, Enniskillen, whose "Passes" this year are represented by 50, 61, and 63, as compared with 67, 88, and 82 in 1906.

The consideration of these facts would seem to suggest that responsibility for the comparatively poor Intermediate results of 1907 rests not altogether with the pupils or their teachers. More likely is it that an explanation is to be found in the unusual character of some of the papers set or in the high standard of marking adopted. In two subjects at least, there are indications that either or both of these causes operated towards the failure of an unusually large number of candidates.

Buildings, Equipments, &c.—Speaking generally, the School buildings are in good order, and the teaching appliances are sufficient and suitable. The new College of St. Eunan, Letterkenny, is now completed, and does much credit to those responsible for its erection. It affords accommodation for some eighty boarders—almost all of whom can be provided with separate rooms; the fittings and equipment are most modern, and the domestic arrangements seem well-nigh perfect. In Enniskillen Royal School, dormitories have been re-floored; in St. Michael's, Enniskillen, new lavatory accommodation, which was much needed, is in course of erection; in St. Macarten's, Monaghan, a new wing is being added, which will contain physical and chemical laboratories and a large dormitory; and in Dungannon Royal School a much-needed work has been effected in cementing the gables of the main building.

All the schools, with the exception of St. Patrick's College, Armagh, are now supplied with well-equipped laboratories, and the Reports of the Department on the science teaching are, speaking generally, very creditable. More tidiness, however, might be displayed in the keeping of some of the laboratories. St. Patrick's, Armagh, having elected to adopt the Grammar School course, has been allowed to substitute Greek for Experimental Science, in accordance with the provisions of the First Schedule of the Scheme.

I would call attention to the following points:—

Armagh Royal School.—The entrance hall leading to Head Master's quarters and the walls of staircase in these quarters should be done up. Something has been done to improve the bathroom on the ground floor, but more is required.

St. Patrick's College, Armagh.—Signs of dampness are apparent in one of the dormitories.

Cavan Royal Schools.—The working of the water supply in the outdoor w.c.'s is, in my opinion, scarcely satisfactory.

St. Patrick's College, Cavan.—Class rooms require to be re-coloured; baths should be enamelled or painted.

Raphoe Royal School.—Back walls of main building are much in need of plaster or cement.

Enniskillen Royal School.—Corridor leading to study hall should be done up, and the back of main building requires plaster or cement.

St. Macarten's, Monaghan.—There are pronounced signs of dampness at the end of a corridor in the left wing.

Dungannon Royal School.—The front sadly needs refreshing, and the walls of staircase leading to Assistant Masters' quarters should be done up.

As mentioned in my last Report, Armagh and Dungannon Royal Schools and St. Patrick's College, Cavan, require a supply of desks and benches of a more modern type than those at present in use. St. Patrick's Academy, Dungannon, requires a supply of maps and facilities for the students to wash their hands.

Health.—The health which prevailed in the Schools was uniformly good—I might say excellent. Two cases of chicken pox, one of measles, and one of scarlatina were reported to me. Prompt measures having been adopted, nothing in the nature of an epidemic occurred.

Free Places.—All the Schools advertised "free education" for at least two pupils, as prescribed by Sec. 59 of the Scheme. Armagh Royal School, and St Michael's, Enniskillen, attracted no applicants, while in St. Patrick's, Armagh, Raphoe Royal School, and Enniskillen Royal School the candidates were so few that there was no competition. On the other hand, in St. Patrick's, Cavan, and St. Macarten's, Monaghan, the competition was keen, and the answering of the successful candidates was proportionately high.

Local Boards.—The Local Boards, speaking generally, have duly observed the various requirements of the Scheme. In some cases, however, minutes and accounts are not written up after each meeting, but are allowed to lie over until it is time to prepare for a subsequent meeting. This is a very unsatisfactory practice and calls for alteration.

Schedule I. Qualified Schools.—I am satisfied that all the necessary conditions have been fulfilled, and I beg to report the compliance by each of the Schools with the requirements of the Scheme in respect of the School year ended August 1st, 1907.

The matters which call for attention, and to which I have briefly alluded above, will be made the subject of further reference in my detailed Report to His Excellency the Lord Lieutenant.

STANISLAUS MURPHY,

Inspector.

October 3rd, 1907.

INSPECTION.

II.

DETAILED REPORTS OF THE LORD LIEUTENANT'S INSPECTOR.

SCHEME No. 34.—Ulster Royal School Endowments.

I.—*Armagh Protestant Board of Education.*—Since the date of last inspection the Local Board held four meetings of which one was informal, in that no notice had been given. An excuse for this omission may be found in the fact that there was no important business to be transacted. The attendance of members was fairly satisfactory, although I note that one gentleman has not attended a single meeting since December, 1905. The Local Board, aided by the Maintenance Committee, has done much towards the upkeep of the School premises.

Armagh Royal School.—There has been a slight decrease in the School Roll (4), but nothing material, and the numbers now compare very favourably with what they were when the present Head Master took office. In the matter of Intermediate Results, Armagh, like the majority of schools I have visited, occupies a worse position than that of last year. Only seventeen pupils passed out of thirty-two presented, and Mathematics, to which I previously alluded, I note are still weak. Languages, on the other hand, are very successfully taught, a notable feature being the number of Composition Prizes obtained at the Intermediate Examinations. There was no competition for the Free Places offered under the Scheme, but a Scholarship of private foundation has been the means of bringing to the front a very promising pupil in the Preparatory Grade. The condition of the premises is now very fair and is a pleasing contrast to that which obtained on the occasion of my first visit to the School some four years ago. The entrance hall leading to Head Master's quarters and the walls of staircase in these quarters should be done up. Something has been done to improve the bathroom on the ground floor, but more is required.

II.—*Armagh Roman Catholic Board of Education.*—Meetings are regularly held and the attendance of members is exceptionally good. I should like, however, to see the Minutes of each meeting written up immediately after the holding of the meeting, and the Accounts kept up to date.

St. Patrick's College, Armagh.—This is one of the very few schools, under my observation, in which the Intermediate Results show an improvement on those of last year. Out of 23 pupils presented, 19 passed, that is 82 per cent. as compared with 68 per cent. on the previous occasion. As is generally the case in this School, Classics were very good. I was sorry to note, however, that French was more or less neglected during the year, only very slight provision being made for it in the Time Table. Drawing, too, although taught so as to comply with the provisions of the Scheme, can scarcely be said to have been the subject of any very systematic instruction. The Head Master tells me that more ample provision is being made for the teaching of those subjects during the coming year. The answering of the candidates for Free Places was very creditable, the scores being 74 and 65 per cent.

Great improvements are being effected in the playgrounds and the premises generally are in good order. There is a damp corner in one of the dormitories, and the light of one of the class-rooms is greatly obstructed by trees growing at the rear of the building.

III.—*Cavan Protestant Board of Education.*—One gentleman failed to attend a single meeting during the year, otherwise the attendance of members was creditable. That local interest is taken in the School is proved by the financial support accorded to the Local Board in their go-ahead policy of establishing two valuable Scholarships. When the existence of these Scholarships is more widely known, they should be the means of attracting well prepared material to the School.

Cavan Royal School.—The School Roll and the Intermediate Results are similar to those of last year. This is satisfactory considering the loss the School suffered, during the busiest months of the year, through the long and serious illness of the Head Master, which is, I am glad to say, now a thing of the past. The general results in the Junior Grade were good, but those of Middle Grade were weak. With regard to the School Roll, I made the following observation in my Report to the Commissioners of Education in Ireland:—

"As to Cavan, the competition of the other Royal Schools and the comparative sparseness, locally, of the class for which the School is intended to provide, will, I fear, be continuing quantities to militate against a very strong School Roll, but that the present returns (33) can be improved I am confident, and I look to the members of the Local Board—individually rather than as a corporate body—to use their best efforts in this behalf."

During the year a substantial sum was spent on the premises which are in very good condition. The working of the water supply, however, in the outdoor W.C's. is, in my opinion, scarcely satisfactory. As on previous occasions, the domestic arrangements show evidence of being in capable hands.

IV. *Cavan Roman Catholic Board of Education.*—The vacancy on the Local Board which existed at the date of my last Report has now been filled by the appointment of Most Rev. Doctor Boylan to the Bishopric of Kilmore, the Bishop being, *ex-officio*, a member of the Governing Body. The attendance of members at meetings—which were regularly held—was very good—many members having been present at all the meetings. The minutes and accounts continue to be well kept.

St. Patrick's College, Cavan.—The School Roll shows an increase (9) on that of last year, the total strength now being 88. I am glad to note that the teaching staff has also been increased, there being seven Professors now as compared with five when I first visited the school in 1903. Out of 47 pupils presented 32 passed, that is 68 per cent. This is respectable, but not so good as last year, when the percentage was 73. It must, however, be borne in mind that the results for Ireland as a whole show a marked falling off this year. In the Junior Grade class there were many failures in English while in the Senior Grade, Natural Philsophy, as was the case with many other schools, was found wanting. There was good competition for the Free Places, and the scoring was proportionately high. Two places were offered, but in view of the excellent answering four places were awarded, the successful candidates scoring from 92 to 75 per cent.

A considerable sum is being spent on the school buildings. Hot water pipes are being introduced, and the out-door lavatory accommodation has been improved. It now remains to re colour the class rooms, paint or enamel the baths, and provide modern desks and benches for the study hall.

V. *Donegal Protestant Board of Education.*—The endowment at the disposal of this Board is small, but it is productive of much good owing to the business capacity of the Local Board, the members of which take a keen interest in the School. This Board has taken advantage of Section 22 of the Scheme to co-opt additional members, and I think with beneficial results. Meetings are frequently held, the attendance of members being good, but one gentleman, I note, failed to attend a single meeting during the year As usual the records of the Board are admirably kept.

Raphoe Royal School.—The School Roll remains the same as last year, but the percentage of Intermediate successes has dropped from 67 to 50. Languages appear to have been the weak point. Natural Philosophy, too, as was the case with so many other schools, was a fatal subject; but, similar to last year, the Report on Experimental Science and Drawing was very satisfactory. The regular attendance of day pupils at this School is highly creditable, more especially so when one considers that more than 50 per cent. of those pupils have to come a distance of three miles or more.

The dormitory accommodation has been improved, and the girls' class-room has been done up, but the back walls of main building are badly in need of plaster or cement.

VI.—*Donegal Roman Catholic Board of Education.*—Four meetings were held during the year, but no meeting was held during the period from September, 1906, to April, 1907—possibly the frequent absences of the Most Rev. Chairman on public business accounted for this. I notice that two lay members of the Board failed to attend a single meeting during the year. Otherwise the attendance of members was creditable.

St. Eunan's Seminary, Letterkenny.—On every count can I report improvement here. A new college, splendidly equipped in every way, has taken the place of the old and most unsuitable premises, formerly known as St. Eunan's Seminary. The School Roll, as one might have anticipated, has increased, under the new order of things, by 100 per cent., while the percentage of Intermediate successes also shows a substantial increase. French and Arithmetic were weak, but Classics, as in former years, were strong—particularly Greek.

The domestic arrangements of the College appear to be well-nigh perfect. I was particularly impressed by the neat and tidy state of the pupils' rooms.

VII.—*Fermanagh Protestant Board of Education.*—A pleasing feature of this Board is the active part taken by the lay members in the administration of the funds and in the up-keep of the School premises. Their attendance compares more than favourably with that of the clerical members—a remark which applies, but in a less degree, to only two other local boards. Well attended quarterly meetings were held, and the manner in which the records of the Board are kept leaves nothing to be desired.

With regard to the references in my last Report as to a certain investment which the Board had made, I find on inquiry that such investment was well within the powers of the Board, as prescribed by the Scheme, and further, judging by results, the transaction would appear to have been of a satisfactory character financially.

Enniskillen Royal School.—The School Roll is not quite so strong as that of the previous year—128 pupils giving place to 115—but the numbers are still such as to give satisfaction to those responsible for the management of the School. As compared with last year, Portora is one of the few schools under my notice which have improved their position in the matter of Intermediate successes. Out of 53 pupils presented, 30 passed, that is 56 per cent. as against 47 per cent. on the previous occasion. It is satisfactory to note this improved result, which, however, is not yet what one would expect from an establishment of the status and resources of Portora. Mathematics and French would appear to have been weak—failures in the latter subject being common to many schools. I still think that something might be done to encourage the more regular attendance of day boys.

Improvements have been effected during the year, notably in the dormitories, Hospital, and the equipment of the Drill Hall. This latter is a great acquisition. The corridor leading to the Study Hall should be done up, and the back of main building requires plaster or cement.

VIII.—*Fermanagh Roman Catholic Board of Education.*—Meetings were regularly held, and the attendance of members, especially the clerical members, was satisfactory. The manner of keeping the records of the Board, however, leaves much to be desired. On the occasion of my visit (September 20) the Minutes of a meeting held on July 16 had not yet been written up, while the last entry appearing in the Income and Expenditure Book was that of September, 1906. Further, there was an apparent discrepancy between the minute book and cheque book. I trust the hon. secretary will insist that more care be given to the keeping of the books in future.

St. Macarten's Seminary, Monaghan.—There has been an increase of 8 in the School Roll, but the decrease in Intermediate successes is very marked—a percentage of 88 giving place to one of 61—and the distinctions gained showing a proportionate reduction. This year's results are not by any means bad—in fact, they would be considered creditable for an average school. But St. Macarten's is not an average school, its past record having placed it in the forefront of the Intermediate competition, and it now experiences the drawback of having a reputation to live up to. I am confident, however, that the comparative breakdown is only temporary. As was the case with many other schools, there were many failures in Natural Philosophy and French, and the latter subject was accountable for not only a reduction of Passes but also of Distinctions. The marks obtained in the Preparatory Grade Mathematics were very creditable. A new wing is being added to the building, which will provide chemical and physical laboratories, an additional dormitory, and increased lavatory accommodation. Dampness is observable at the end of a corridor in the left wing, and more care should be taken to ventilate the class-rooms at the termination of each lecture period. The duty should be thrown on the senior pupil of each class to see that the windows are opened at every possible opportunity.

St. Michael's School, Enniskillen.—The School Roll has increased by five, but the Intermediate successes, in this case, too, have fallen off by nearly 20 per cent. Out of 30 pupils presented 19 passed (*i.e.*, 63 per cent.), the largest proportion of failures being in the Senior and Junior Grades. The marks all round were fairly satisfactory, but the Senior Grade did badly in French. Choir singing has been added to the curriculum of the School, and the report of the Examiners on the work done during the year is very encouraging.

The interior of the building has been refreshed, and new lavatory accommodation, which was badly needed, has been supplied. I should now like to see some improvements effected in the playground.

IX.—*Tyrone Protestant Board of Education.*—Meetings are regularly held, but the attendance of members might be better, as many as three members having failed to attend a single meeting during the year. In one case, it is only fair to state, absence was due to illness. Much interest is displayed in the up-keep of the premises, and suggestions emanating either from the School principals or from me invariably meet with prompt attention.

Dungannon Royal School.—Like so many other schools this year, Dungannon shows a falling off in Intermediate results, the percentage of passes being 65 as compared with 73 on the previous occasion. French and Mathematics were weak; the Department reported favourably on Science and Drawing; and I was glad to note that Physical Drill now receives more attention than it did formerly.

There was a substantial increase in the School Roll, both as to boarders and day pupils, during the year, the total roll now standing at the respectable figure of 131.

Attention has been paid to the premises. The gables have been cemented, and the Dining Hall has been done up But the front sadly needs refreshing, and the walls of staircase leading to Assistant Master's quarters should be painted.

Girls' Department.—This Department has had a very successful year, 18 pupils passing out of 22 presented (81 per cent.). The marks obtained all round were very creditable, but they were particularly so in Science and French. The junior class-room has been done up, also the bath-rooms. When funds allow the second sitting-room belonging to the Head Mistress should be put into a habitable condition, and I should be glad to see some means devised for relieving the congestion in the large Class Hall. The present system of conducting three classes there at one and the same time is not to the advantage of either pupils or teachers.

X.—*Tyrone Roman Catholic Board of Education.*—During the year a vacancy arose through the death of Most Rev. Dr. O'Doherty, Bishop of Derry. That vacancy has now been filled by the appointment of the new Bishop, Most Rev. Dr. M'Hugh. The improvement in the attendance of members noted last year is still maintained, and meetings are regularly held. The Minutes are neatly kept, but I should like to see them deal more fully with certain points—for instance, with the matter of appointments to the staff of the Academy.

St. Patrick's Academy, Dungannon.—The increase in the School Roll anticipated in my last report has been realised, the number in attendance having now reached the substantial figure of 69—an improvement of 17 on the previous year. That this number may be still further increased in the near future I earnestly wish. Out of 63 pupils presented for the Intermediate Examinations 49 passed, that is 77 per cent. This is a very creditable result, and, judged by this standard, St. Patrick's is entitled to rank second for the present year among the schools sharing in the Ulster Royal School Endowments. The marks obtained all round were very good, the number of failures in individual subjects being much below the average. Among the boys some weakness was shown in Geometry, and among the girls English and History and Geography were the least successful subjects. French in the girls' department was more than usually creditable.

A supply of maps is required for the Boys' School, and wash basins are also a necessity. I noticed that the hands of some of the boys at drawing lesson were anything but immaculate. The School buildings are particularly fine, and I hope that efforts will soon be made to have the surrounding grounds put in a condition in keeping with those buildings.

STANISLAUS MURPHY, Inspector.

October 17, 1907.

Scheme No. 55.—Diocese of Meath—Preston (Navan).—Endowment.

Preston School, Navan.—I visited the Preston School, Navan, on December 18, 1907. There were nineteen pupils present, seven were absent, one on account of the death of his father, and three through illness. The work done in this School seems to be very satisfactory.

WILLIAM F. ALMENT, Inspector.

January 31, 1908.

Scheme No. 95.—Leamy Endowments, Limerick.

Leamy Protestant Board.—Meetings are regularly held, but the attendance of members cannot be said to be more than fair. The meeting fixed for May last failed to secure a quorum, but, nevertheless, the meeting was proceeded with, the explanation being that the business to be transacted was at once routine and urgent—teachers' salaries had to be paid—and so many of the members were either ill or from home, that there was no prospect of obtaining a better attendance at any early date. The Secretary has undertaken to have those proceedings confirmed at a future meeting, so that, as far as possible, they may be made regular. The accounts and minutes are accurately and neatly kept.

Leamy High School.—The School Roll shows a slight reduction on previous years—it now stands at thirty-five—and the average attendance during the early months of the present year was very bad owing to the prevalence of scarlet fever. The Intermediate Class was particularly successful this year, six passing out of the seven examined, and, further, those six passed in all the subjects in which they were presented, with the exception of two failures in algebra. This, I regard as evidence of thorough, all-round teaching. French was very good, so too was English, and mathematics—formerly weak—have improved.

The Report on the General Examination held in the School was satisfactory, which is only what I should expect from what I have seen of the teaching, and of the conduct of the pupils under instruction.

The appearance of the hall and staircase has suffered much from very pronounced signs of dampness—this should be seen to.

Leamy Roman Catholic Board.—Meetings are regularly held, the attendance of members is good, and the minutes and other documents are well kept. The record of improvements in the school, mentioned below, is ample proof that the Governors take a practical interest in their work.

Leamy National School.—The returns show somewhat of a reduction—the roll being 443 and the attendance 345. The National Board Inspector classifies the School as "very good," and this, in my opinion, it richly deserves. Discipline is good, pupils are diligent and well conducted, and the method of teaching adopted by the Principal is calculated to obtain the best results.

Many improvements have been, or are being, made. A Science Laboratory has been fitted up, and only awaits equipment. The play-ground has been concreted, and new windows of a modern type are being made, and will soon replace those antiquated fixtures which have been so frequently condemned. The class rooms require re-colouring, and wash basins should be supplied for the junior pupils. The lane at the back of the premises is in a very bad condition, filth and decayed vegetable matter being allowed to accumulate, to the obvious detriment of the health of the locality. The attention of the Sanitary Authority should be drawn forcibly to the matter.

STANISLAUS MURPHY, Inspector.

October 14, 1907.

Scheme No. 111.—Preston Endowment, Queen's County.

I regret to have to report the death of the Secretary to the Governing Body, Mr. Leigh, who for many years took a deep interest in the School, and did all that in him lay to promote its welfare. No meeting of the Governing Body has been held since January last, when only three members attended. The failure to hold a Meeting in April is sufficiently accounted for by the lengthened illness and subsequent death of the Secretary, but I received no explanation as to why the Meeting usually held in July was omitted. I do hope that the regretted death of the late Secretary will not mean a cessation of interest on the part of the Governing Body. The financial condition of the School is similar to that of last year. The Records are neatly kept.

The School Roll, I am sorry to say, shows no improvement, its strength being 23. Of these, 15 were on the Intermediate Roll prior to the examinations, 12 were presented, and 6 passed. The greatest proportion of failures occurred in the Preparatory Grade, in which French proved to be the fatal subject. The results obtained in Mathematical and Science Subjects were satisfactory throughout.

The premises are, generally, in good order, a substantial sum having been expended on plumbing and painting. There is, however, a damp spot in the Dining Hall which calls for attention. The tone of the School is good, everything is neat and orderly, and I only regret that there are not more pupils to share its advantages.

STANISLAUS MURPHY, Inspector.

October 14, 1907.

APPENDIX D.

REPORTS OF THE LOCAL BOARDS OF EDUCATION.

I.—Armagh Protestant Board of Education.

The Armagh Protestant Board of Education beg to submit the following as their Report for the year ending August 1st, 1907.

The members of the Board during the year have been—

Representing the Armagh Diocesan Synod:—

0. His Grace the Lord Primate.
0. The Very Rev. the Dean of Armagh.
1. The Venerable the Archdeacon of Armagh.
2. J. H. Gray, Esq.
3. Sir James H. Stronge, Bart.

Representing the General Assembly:—

0. The Rev. David Miller.
2. The Rev. R. J. Patterson.
3. R. G. M'Crum, Esq.

Representing the Methodist Conference:—

1. Joshua E. Peel, Esq.

The numbers prefixed to the names of the members show the numbers of their attendances at meetings of the Board.

Meetings have been held on December 8th, 1906, March 24th, 1907, and June 29th, 1907. There was also a meeting on July 24th, 1907, but it was informal for want of notice.

On December 8th, Sir James Stronge was re-elected our representative on the Board of the Commissioners of Education.

On March 24th, the Lord Primate was re-elected our Chairman, the Rev. David Miller our Vice-Chairman, and Sir James Stronge our Hon. Secretary, and Mr. Peel, Mr. J. H. Gray, and Sir James Stronge were elected members of the Estates Committee.

The Armagh Royal School has been very efficiently maintained during the year 1906–1907.

The following have been the teaching staff:—

H. Hirsch, B.A., Christ's College, Cambridge.
G. E. Drake, B.A., Trinity Hall, Cambridge.
K. Maclennon, M.A., Edinburgh.
W. M'Kay, M.A., Aberdeen.
J. Walker, B.Sc, London.
J. Fanning, Book-keeping.
Miss Reid, Cert. Drawing.

A list of twenty boys who, among others, have received instruction in the subjects prescribed by the Scheme, and have made 100 attendances during the year, was forwarded as usual to the Lord Lieutenant's Inspector.

Thirty-two entered for the Intermediate Examinations. The following passed:—

W. E. Andrews, Middle Grade Honours.
G. T. Bates, Junior Grade Pass.
A. Ferris, Preparatory Grade Pass.
C. I. Gordon, Senior Grade.
W. A. King, Junior Grade Pass.
D. St. G. Morrison, Middle Grade Honours.
W. H. Murphy, Senior Grade, and £3 Book Prize.
S. H. Murphy, Junior Pass. Composition Prize, £2.
W. T. M'Kenna, Junior Pass.
C. E. F. Osborne, Junior Pass.
M. J. Ramsay, Junior Honours. Book Prize, £3. Special Prize, £3. Composition Prize, £2.
W. Sproule, Junior Pass.
L. H. Stokes, Senior Grade.
J Taylor, Junior Honours. Book Prize, £3. Composition Prize, £2.
E. E. Walkington, Preparatory Grade.
J. H. Magown, Preparatory Grade. Special Prize of £3.
H. R. Sanford, Middle Grade Honours. Exhibition, £25. Modern Literature Course, Division II., Highest marks in Course. Special Prize of £5. Two Composition Prizes of £3 each.

The number of Boarders during the Summer Term was 47, and the number of Day Pupils 33.

We have again to report that no candidates entered for the Free Place Examinations, which were advertised in due course.

The charges upon our Endowment for retired masters' annuities and for rent of the School premises have again more than absorbed our share in the income of the School Estates. We have consequently received no money from the Commissioners. But the balance which we owed them has been paid off by the School Maintenance Committee, referred to in our last Report. These friends have also paid for the new system of sewerage which was established during the summer holidays of 1906, they have paid for some other necessary repairs, and have enabled the school to be properly maintained. The extra fee now charged to day-boys has also been an assistance towards this object.

An abstract of the accounts as audited by the Local Government Board is appended.

ROBT. G. M'CRUM,
Chairman of Meeting.

17th December, 1907.

THE ACCOUNT of the ARMAGH PROTESTANT BOARD OF EDUCATION for the Year ended 31st December, 1906.

Dr. *Cr.*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Balance as per last Account,	25 16 0	Maintenance of Premises,	38 10 11	
*Amount received in respect of Endowments,	—	Rent and Taxes,	0 19 8	
Subscriptions,	1 1 0	Salary,	1 1 0	
Dividends,	1 7 8			40 11 7
Fees,	29 3 4			
*N.B.—The whole of the School Endowment has been absorbed in meeting charges payable by the Board to the Commissioners of Education in Ireland.		Balance per Pass Book,		16 16 5
TOTAL,	57 8 0	TOTAL,		57 8 0

N.B.—Beside the above balance there are sums standing to the credit of this Account in the following securities:—$2\frac{1}{2}$ per Cent. Consols, £55 7*s.* 8*d.*; Post Office Savings Bank, £14 19*s.* 11*d.*

We certify that the above is a true account.

ROBT. G. M'CRUM, *Governor.*

JAMES H. STRONGE, *Accounting Officer.*

Dated 27th day of March, 1907.

I certify that the foregoing account is correct.

JAMES W. DRURY,
Local Government Board Auditor.

6th day of June, 1907.

II.—Armagh Roman Catholic Board of Education.

The Armagh Catholic Board of Education beg to submit the following as their report for the year ending August 1st, 1907.

Four meetings of the Board were held in St. Patrick's College during the year.

The following tabulated form gives the names of the present members of the Board, with the attendance at the meetings of each member during the above period :—

—	4th Sept., 1906.	22nd Nov., 1906.	9th Jan., 1907.	20th June, 1907.	Total.
His Eminence Cardinal Logue, ...	—	1	—	1	2
Very Rev. Canon Coyne, ...	—	—	1	1	2
Very Rev. Canon M'Geeney, ...	—	—	1	1	2
Very Rev. Canon M'Oscar, ...	—	1	1	—	2
William Kerr, Esq., M.D , J.P., ...	—	1	1	1	3
A. Donnelly, Esq , ...	1	—	1	1	3
H. J. M'Kee, Esq., ...	1	1	—	1	3
Patrick Lavery, Esq., ...	1	1	1	1	4
Rev. M. B M'Conville, ...	—	—	1	1	2
Rev. James Grimes, who was co-opted at Meeting on 20th June, 1907.	—	—	—	—	—

His Eminence Cardinal Logue, Messrs. Wm. Kerr, M.D., J.P., and Patrick Lavery were unanimously elected Chairman, Vice-Chairman, and Honorary Secretary, respectively, for the year 1907, and Canon Coyne, Messrs. W. Kerr, and P. Lavery members of the Estates Committee.

Canon Coyne was elected as our Representative on the Board of the Commissioners of Education.

The Hibernian Bank, Armagh, continues to fill the position of Treasurer to the Board.

The School Committee, appointed in accordance with section 47 of the Scheme, consists of His Eminence Cardinal Logue, Very Rev. M. Carrigy, C.M., President, St. Patrick's College, Armagh; Rev. J. Downey, C.M., Rev. J. O'Connell, C.M., Rev. P. J. Boyle, C.M., and Rev. C. Murphy, C.M., Professors, St. Patrick's College, Armagh.

An examination for Free Places was advertised to be held on the 10th August, 1906, in conformity with section 59 of the Scheme. Two candidates presented themselves for examination. Both were successful.

Very Rev. M. Carrigy, C.M.; Rev. J. Downey, C.M.; Rev. J. O'Connell, C.M.; Rev. P. J. Boyle, C.M.; Rev. C. Murphy, C.M.; and Thomas Savage, Esq., B.A., constitute the teaching staff.

The subjects of instruction given in the School are :—Latin, Greek, English, French, Irish, Algebra, Arithmetic, Euclid, History, Geography, Physical Geography, Natural Philosophy, Book-keeping, Elocution Drawing, and Music.

The subjects of instruction for each class are determined by the Programme of the Intermediate Board for each year.

In the year ended 1st August, 1907, there were 48 pupils in the School, of whom 9 were Middle Grade, 17 were Junior Grade, and 10 Preparatory Grade, and 12 were First Arts, R.U.I., pupils.

The following is a list of 20 boys who (with others) have received instruction in the prescribed subjects and have made over 100 attendances during the past twelve months :—

No.	Name.	No.	Name.	No.	Name.	No.	Name.
1	Cosgrove, P. J.	6	Woods, Leo. F. J.	11	M'Donald, Daniel.	16	Hosey, John M.
2	Fagan, Thomas.	7	Boyle, Fras.	12	O'Reilly, C. J.	17	M'Guckin, Robert.
3	Hughes, John.	8	Gogarty, P. J.	13	Quinn, Austin H.	18	O'Hare, Thomas E.
4	Meenagh, Patrick.	9	M'Ardle, Patrick.	14	Rafferty, Thomas.	19	Jones, James.
5	O'Donnell, John.	10	M'Cabe, Vincent F. J.	15	Stalberger, George.	20	Quinn, Patrick.

The following passed the Intermediate Examination; their examination numbers are prefixed to their names:—

Middle Grade,	7,251	P. J. Cosgrove.	Junior Grade,	5,136	Daniel M'Donnell.
,,	7,405	Thomas Fagan.	,,	5,989	C. J. O'Reilly.
,,	7,632	John Hughes.	,,	6,174	Austin H. Quinn.
,,	7,968	Patrick Meenagh.	,,	6,187	Thomas Rafferty.
,,	8,132	John O'Donnell.	,,	6,513	G. Stalberger.
,,	8,482	L. F. J. Woods.	,,	6,640	J. Toner.
Junior Grade,	2,912	Fras. Boyle.	Preparatory Grade,	1,059	J. M. Hosey.
,,	4,166	P. J. Gogarty.	,,	1,474	R. M'Guckin.
,,	5,016	Patrick M'Ardle.	,,	1,910	Thomas E. O'Hare.
,,	5,032	V. F. J. M'Cabe.			

All the accounts of the Board up to 31st December, 1906, have been submitted to the Local Government Board, and duly audited by R. J. Baker, Esq., Local Government Board Auditor.

A correct copy of the last audited account accompanies this report.

Dated this 16th day of October, 1907, and sealed with the Common Seal of the Board.

WILLIAM KERR,
Chairman.

PATRICK LAVERY,
Honorary Secretary.

The ACCOUNT of ARMAGH ROMAN CATHOLIC LOCAL BOARD of EDUCATION for the Year ended 31st December, 1906.

Dr. *Cr.*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Balance as per last Account, . . .	69 17 7	By Amount of Payment made in the year ended 31st December, 1906, under the following headings:—		
1906.			£ s. d.	
July 20. To Amount received from Commissioners of Education, . . . £ s. d. 207 1 4		Salaries—Cheques to Hon. Sec. to pay Mr. Savage's salary as Professor of English, . .	150 0 0	
		Educational Expenses, . .	20 0 0	
				170 0 0
Dec. 31. To Amount of Interest which accrued on Balance in Hibernian Bank, Armagh, and added to current account for half-year, . . 0 19 7		1906. May 16.—By Cheque to J. M'Menamy, N.T. Grange, for Prize for having passed boy from his School for Free Place Examination. . .	1 0 0	
To Amount now in Accounting Officer's hands, ... 42 6 8		Sept. 4.—By Cheque to C. Smith, Esq., for setting papers for Free Place Examination, ...	2 2 0	
	250 7 7	„ By Cheque to J. F. Mayne, Esq., being fee for auditing accounts for 1905,	1 1 0	
		June 30.—By amount of Interest for half-year on current account, ...	0 3 6	
				4 6 6
		By Amount in Accountant Officer's hands at last balance, since disbursed by him, . . .		43 1 6
		TOTAL PAYMENT, . . .		217 8 0
		Balance, per Bank Book, £60 10 6		
		Balance in Accounting Officer's Hands, . 42 6 8		
			102 17 2	
		Balance in favour of this Account on the 31st December, 1906, ...		102 17 2
TOTAL, ...	320 5 2	TOTAL, ...		320 5 2

We certify that the above is a true account.

[Seal.] ✠ MICHAEL CARD. LOGUE, *Chairman.*

Dated this 20th day of June, 1907. PATRICK LAVERY, *Accounting Officer.*

I certify that the foregoing Account is correct.

R. J. BAKER, *Auditor.*
2nd day of September, 1907.

III.—Cavan Protestant Board of Education,

The Cavan Protestant Local Board of Education beg to submit the following report for the year ending August 1st, 1907.

The Hon. Officers and Members of the Board are :—

Chairman—The Right Rev. Lord Bishop of Kilmore.

Vice Chairman—The Rev. Wm. M'Dowell.

Hon. Secretary—The Rev. E. D. Crowe.

T. C. Burrowes, Esq., D.L., The Rev. W. P. Lowe, The Rev. James Black, Robert Walker, Esq., Richard Allen, Esq., The Rev. Geo. W. Rea.

Steady progress has been maintained during the year, and an increase in the Staff promises further individual attention for the pupils.

At the United Examination for the Promotion of Christian Knowledge 30 candidates were presented, of whom 10 obtained prizes and 29 passed.

An Examination for Free Scholarships was held. Three candidates were examined, two being awarded Scholarships.

The next Examination for the New (Boarding) Scholarships will (D.V.) be held in July, 1908, when it is hoped 3 or 4 vacancies will be filled.

Meetings of the Board were held on October 31st, 1906 ; December 19th, 1906 ; March 23rd, 1907 ; and June 28th, 1907, the attendances being :—The Lord Bishop, 1 ; Rev. Wm. M'Dowell, 3 ; T. C. Burrowes, Esq., D.L , 2 ; R. Walker, Esq., 1 ; Rev. J. Black, 0 ; Rev. Geo. Rea, 1 ; R. Allen, Esq , 3 ; Rev. W. P. Lowe, 2 ; Rev. E. D. Crowe, 4.

WILLIAM M'DOWELL, *Vice-Chairman.*

E. D. CROWE, *Clerk, Hon. Secretary.*

March 14th, 1908

The ACCOUNT of the CAVAN PROTESTANT LOCAL BOARD of EDUCATION for the year ended 31st December, 1907.

Dr. *Cr.*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.
		1906.	
To Amounts received during the period in respect of Donations, Bequests, or other Endowments from the Commissioners of Education,	127 15 6	Dec. 31. By Debit Balance on this date per last audited Account,	53 15 4
		By Amounts of Payments under the following headings :—	
		Maintenance of Premises, &c., 5 0 0	
To Rents of Play Fields from J. H. Hampton, Interest in lieu of Rent, also Taxes,	22 9 4	Rent and Taxes, &c., 22 5 9	
		Salaries, 100 0 0	
			127 5 9
		Other Payments, viz. :—	
		Interest paid to Commissioners of Education on £485 16*s.* 3*d.* (Mortgage) for 1907, 19 8 8	
		Insurance on School Buildings, 2 2 6	
		J. H. Hampton, Technical Result Fees, 35 10 6	
		Interest paid the Ulster Bank on overdraft, 3 9 2	
			60 10 10
Debit Balance on 31st December, 1907,	91 7 1	TOTAL PAYMENT,	241 11 11
TOTAL,	241 11 11	TOTAL,	241 11 11

I certify that the above is a true Account.

[Seal.]

E. D. CROWE, *Clerk, Accounting Officer, and Hon. Sec. and Member of said Board.*

Dated this 3rd day of February, 1908.

I certify that the foregoing Account is correct.

W. F. GILL, *Auditor, Agent of the Bank of Ireland, Cavan.*

3rd day of February, 1908.

IV.—Cavan Roman Catholic Board of Education.

REPORT of the Cavan Roman Catholic Local Board for the Year ending 31st December, 1907.

Two lay members have been co-opted to fill the vacancies caused by the lamented death of Dr. MacCabe and the resignation of Mr. Cahill.

The usual quarterly meetings were held.

Ten boys competed at the examination for free places on 27th of June. Four of them were awarded places.

The average number of students during the year was ninety.

Thirty-one passed at the Intermediate examinations.

The Most Rev. Dr. Walsh, Archbishop of Dublin, was re-elected Commissioner, at a meeting held 18th December, 1907.

TABLE OF ATTENDANCES:—

—	April 10.	July 6.	November 5.	December 18.
Most Rev. Dr. Boylan, ...	—	1	1	1
Very Rev. P. Lynch, ...	1	1	—	—
Very Rev. T. Clarke, ...	1	1	1	1
Rev. Patrick Clarke, ...	1	1	1	1
Rev. Hugh Brady, ...	1	1	1	1
Philip Cahill, Esq., J.P., ...	1	1	—	—
Frederick Smith, Esq., J.P., ...	—	—	1	1
L. C. P. Smith, Esq., ...	—	1	1	1
John Clarke, Esq., M.D., ...	—	—	—	1

L. C. P. SMITH.
PATRICK CLARKE.

Dated 18th December, 1907.

ACCOUNT of the CAVAN ROMAN CATHOLIC LOCAL BOARD OF EDUCATION for the year ended 31st December, 1907.

Dr. *Cr.*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.
To Balance as per last Account, . . .	9 11 3	By Amounts of Payments under the following headings:—	
	£ s. d.		£ s. d.
„ Cash from Commissioners, .	192 18 9	Salaries, ...	160 0 0
„ Interest on Account in Bank, .	1 9 4	Educational Expenses, . .	20 0 0
	194 8 1		180 0 0
		Other Payments, viz.:—	
		Cost of Audit, ...	1 1 0
		Cost of Advertising, . . .	0 10 0
		Cheque Book, ...	0 8 4
			1 19 4
		TOTAL PAYMENT, . .	181 19 4
		Balance per Bank Book, . . }	22 0 0
		„ in Accounting Officer's hands, }	
		Balance in favour of this Account on the 31st December, 1907, ...	22 0 0
TOTAL, ...	203 19 4	TOTAL, ...	203 19 4

We certify that the above is a true Account.

[Seal.]

ANDREW BOYLAN, *Governor.*
L. C. P. SMITH, *Accounting Officer.*

Dated this 27th day of January, 1908.

I certify that the foregoing Account is correct.

20th day of February, 1908.

R. J. BAKER, *Auditor.*

V.—Donegal Protestant Board of Education.

The Donegal Protestant Board of Education beg to submit the following Report for the year ended 31st July, 1907 :—

Constitution of the Board.—Elected Members:—Rev. A. G. Lecky, B.A., Chairman; Captain Stoney, D.L., Vice-Chairman; the Very Rev. Dean Kennedy; Rev. Canon MacQuaid, B.A.; Rev. James Craig Wallace, B.A.; Rev. Samuel Meek, B.A.; Messrs. David Wilson, B.A., and Thomas Hamilton, J.P., Hon. Sec. Co-opted Members—Rev. Thomas M'Candless, B.A.; Rev. W. W. Mercer, B.A.; Messrs. Robert M'Kinlay, Thomas Holmes, J.P., and D. C. Pearson.

Meetings.—The Board held four stated and two special meetings during the year. A statement of the attendance of members is sent herewith.

Raphoe Royal School.—The number of pupils in attendance at the School for the past year was 51—28 boys and 23 girls, of whom 13 were boarders—10 boys and 3 girls.

Thirty pupils presented themselves at the recent Intermediate Examinations.

The Board drew up a scheme for awarding the "Leeper Prize." The Examination was held at Easter. The prize was awarded to W. H. MacLaughlin.

The Teaching Staff was the same as last year.

Income.—A copy of the audited statement of Accounts for the year ended 31st December, 1906, is sent herewith.

Free Places.—An examination for free places at the Royal School was held on 23rd August, 1906. Two candidates presented themselves for examination, who attained the standard fixed by the Board, and were admitted as pupils of the School.

Adopted at a meeting of the Board held 2nd August, 1907.

(Signed), ALEX. G. LECKY, *Chairman.*

THE DONEGAL PROTESTANT BOARD of EDUCATION—Attendance of Members for the year ended 31st July, 1907.

Names.	Aug. 3.	Oct. 4.	Nov. 2.	Jan. 11.	Feb. 1.	May 3.	Total.
Rev. A. G. Lecky, B.A., ...	1	1	—	1	1	—	4
Captain Stoney, D.L., ...	1	1	1	1	1	1	6
The Very Rev. Dean Kennedy, ...	—	—	—	1	—	—	1
Rev. Canon MacQuaide, B.A., ...	1	—	—	—	—	—	1
Rev. James Craig Wallace, B.A., ...	—	1	1	1	—	1	4
Rev. Samuel Meek, B.A., ...	—	—	1	1	1	1	4
Rev. W. Scott, B.A., ...	—	—	1	1	1	—	3
Mr. David Wilson, B.A., ...	1	—	—	—	—	—	1
Mr. Thomas Hamilton, J.P., ...	1	1	1	1	1	1	6
Rev. Thomas M'Candless, B.A., ...	—	—	—	—	1	—	1
Rev. W. W. Mercer, B.A., ...	—	—	—	—	—	—	—
Mr. Robert M'Kinlay, ...	1	—	—	—	—	—	1
Mr Thomas Holmes, J.P., ...	—	—	—	—	1	—	1
Mr. D. C. Pearson, ...	1	—	—	—	—	1	2

The ACCOUNT of the DONEGAL PROTESTANT BOARD of EDUCATION for the year ended 31st December, 1906.

Dr. *Cr.*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Balance as per last Account, . . .	2 16 9	By Amounts of Payments under the following headings:—		
„ Amounts received during the period in respect of Endowments, . . .	169 4 5		£ s. d.	
„ Dividends (Leeper Bequest), . . .	0 17 4	Maintenance of Premises, &c., .	5 14 7	
„ Rents, ...	20 10 0	Taxes, &c., . . .	19 18 3	
„ Miscellaneous Receipts, viz.:—		Salaries, . . .	135 10 0	
Income Tax refunded, . .	7 6 8			161 2 10
Balance due Bank, 31st December, 1906, .	28 17 7	Other Payments, viz.:—		
		Insurance, . . .	2 12 9	
		Interest, . . .	3 3 0	
		Advertising, . . .	0 13 7	
		Audit, 1905, . . .	1 1 0	
		Equipment Laboratory, . .	10 13 5	
		Sundries, ...	0 6 2	
				18 9 11
		By Amount invested (Leeper Bequest), .		50 0 0
		TOTAL PAYMENT, . .		229 12 9
TOTAL, . . .	229 12 9	TOTAL, . . .		229 12 9

N.B.—Besides the above Balance there is a Sum standing to the credit of this Account in the following Security :—Bank of Ireland 5¾ per cent. Stock, £15 0*s.* 9*d.*

We certify that the above is a true Account.

[Seal.] ALEX. G. LECKY, *Chairman.*

Dated this 1st day of February, 1907. THOS. HAMILTON, *Accounting Officer.*

I certify that the foregoing Account is correct.

6th day of June, 1907. R. J. BAKER, *Auditor.*

VI.—Donegal Roman Catholic Board of Education.

ANNUAL REPORT for Year ended 31st July, 1907.

MY LORDS AND GENTLEMEN,

We have the honour of submitting to you the Annual Report of proceedings of the Donegal Roman Catholic Board for the year ended 31st July, 1907.

The Members of the Board as at present constituted are:—Most Rev. Patrick O'Donnell, D.D, Chairman; Edward M'Fadden, Esq., Vice-Chairman; Right Rev. Monsignor M'Fadden, Dean, Treasurer; Right Rev. Monsignor M'Glynn, Archdeacon, Secretary; Very Rev. John Canon Doherty, P.P.; Rev. Daniel Sweeney, Adm.; James Boyle, Esq.; James Dunlevy, Esq.; and T. Mulhern, Esq., J.P.

The members of the School Committee, and also of the Estates Committee, are the same respectively as those of last and previous years.

The Very Rev. Dean M'Ginley, D.D., is the Commissioner who represents us on the Board of Commissioners of Education in Ireland.

Four Meetings were held during the year; a list of the attendances of Members thereat is herewith enclosed.

The President of St. Eunan's College, Letterkenny, was instructed to have advertisements published at the proper date in the Press regarding the Free Places and the Examinations that are to be held for them.

We regret to report the death of the Very Rev. Daniel Stephens, P.P., V.F., whose practical and sound advice was so useful at the deliberations of the Board. The Rev. Daniel Sweeney, Adm., was co-opted in his place.

A statement of the Accounts of the Donegal Roman Catholic Board of Education for the year ended 31st December, 1906, is herewith enclosed.

This Report was read at a meeting of the Board, approved of, signed, and sealed.

(Signed),

CHARLES M'GLYNN, P.P, V.G., *Hon. Sec.*

October 15, 1907.

Attendances of Members of the Donegal Roman Catholic Board of Education at the Meetings of the Board held during the year ended 31st July, 1907.

Dates of Meetings.	25 Sept., 1906.	2 April, 1907.	2 May, 1907.	22 July, 1907.	Total.
Most Rev. Dr. O'Donnell, ...	1	1	1	1	4
Right Rev. Mgr. M'Fadden, ...	1	—	—	—	1
Right Rev. Mgr. M'Glynn, ...	1	1	1	1	4
Very Rev. Canon Doherty, P.P., ...	1	1	1	1	4
Very Rev. D. Stephens, P.P, ...	1	1	—	—	2
Rev. D. Sweeny, appointed on 22nd July, so he could not attend any meeting.	—	—	—	—	—
E. M'Fadden, Esq., ...	—	1	—	1	2
J. Boyle, Esq., ...	—	—	—	—	—
J. Dunlevy, Esq., ...	—	—	—	—	—
T. Mulhern, Esq., ...	1	1	1	...	3
TOTAL, ...	6	6	4	4	—

(Signed)

CHARLES M'GLYNN, P.P., V.G.

The Account of the Donegal Roman Catholic Board of Education for the year ended 31st December, 1906.

Dr *Cr.*

Charge.	£ s. d.	Discharge.	£ s.
To Balances as per last Account,	1 16 4	By Amounts of Payments under the following headings:—	
£ s. d.		£ s. d.	
Received from the Commissioners of Education in Ireland, 29 January, 1906, 46 0 0		Salaries, 46 0 0	46 0 0
Received from the Commissioners of Education in Ireland, 20 July, 1906, 59 0 0		Other Payments, viz.:— Audit of Accounts of 1904, 1 1 0	1 1 0
Received Rebate of Income Tax, 1906, 4 4 3		Total Payment,	47 1 0
109 4 3		Balance per Bank Book, £63 19*s.* 7*d.*	
		Balance in favour of this Account on the 31st December, 1906,	63 19 7
Total,	£111 0 7	Total,	£111 0 7

We certify that the above is a true Account.

[Seal.] ✠ Patrick O'Donnell, *Governor.*

Charles M'Glynn, p.p., v.g., *Hon. Sec., Accounting Officer.*

Dated this 23rd day of October, 1907.

I certify that the foregoing Account is correct.

R. J. Baker, *Auditor.*

29th day of October, 1907.

VII.—Fermanagh Protestant Board of Education.

Report for School Year ended 1st August, 1907.

No change has taken place in the membership of the Board, and the usual Quarterly Meetings have been held. Mr. W. R. Cooney, J.P., has been re-elected Commissioner of Education for 1907.

Portora Royal School.—The year under review has been a prosperous one. The number of pupils affords evidence of the high position the School has attained in public esteem. Thirty candidates passed the Intermediate Examinations—one of whom took first place in Ireland in Algebra (Middle Grade), and was also third in the List of Mathematical Exhibitioners.

Large sums have again been spent on the upkeep of the buildings, the chief outlays of late having been putting in new floors to nearly all the Dormitories.

Mr. W. G. Sullivan, B.A., having been appointed Head Master of St. Andrew's College, Dublin, resigned his position as Assistant Master, and Mr. F. F. Lloyd Dodd has been appointed to teach Commercial subjects especially.

Signed and sealed by Order of the Board at its Meeting this 1st day of November, 1907.

S. B. Humphreys, *Chairman.*
W. R. Cooney, *Member.*
Charles J. Ovenden, *Member.*

Table of Members' Attendances for Year ended July 31, 1907.

—	Meetings.	—	Meetings.
Right Rev. Lord Bishop of Clogher (by proxy).	attended 2	W. R. Cooney, J.P.	attended 4
Very Rev. the Dean of Clogher	„ 1	Wm. Teele, J.P.	„ 3
Rev. D. J. Boyle	„ 1	C. F. Falls, M.A.	„ 1
Dr. Ternan	„ 4	A. Stuart	„ 3
		S. B. Humphreys, J.P.	„ 4

(Signed), S. C. Mitchel, *Secretary.*

The Account of Fermanagh Protestant Board of Education for the year ended 31st December, 1906.

Dr. *Cr.*

Charge.	£ s. d.	Discharge.	£ s. d.	£ s. d.
To Balance as per last Account,	29 8 7	By Amounts of Payments under the following headings:—		
„ Amounts received during the period in respect of Donations, Bequests, or other Endowments,	637 3 10	Maintenance of Premises, &c., £552 12 4		
„ Subscriptions,	180 0 0	Rent and Taxes, &c., 22 16 4		
„ Dividends,	22 11 5	Salaries, 1,362 16 2		
„ Rents,	100 0 0	Prizes, 36 3 7		1,981 8 5
„ Fees,	1,048 16 8	Other Payments, viz.:—		
„ Miscellaneous Receipts, viz.:— £ s. d.		Petty Cash Account, 6 19 8		6 19 8
Ulster Bank—Interest on Current Account, 3 12 0	3 12 0	By Amount Invested,		11 5 9
		Total Payment,		1,999 13 10
		£ s. d. £ s. d.		
		Balance per Bank Book 74 12 8		
		„ in Accounting Officer's hands, 4 15 8		
			79 8 4	
		Deduct unpaid Drafts,	57 9 8	
		Balance in favour of this Account on the 31st December, 1906,		21 18 8
Total,	2,021 12 6	Total,		2,021 12 6

N.B.—Besides the above Balance there is a Sum standing to the credit of this Account in the following Security:—Canadian Pacific Railway 4 per cent. Debenture Stock, £550.

We certify that the above is a true Account.

[Seal.]

W. Teele, *Governor.*

S. C. Mitchel, *Accounting Officer.*

Dated this 18th day of January, 1907.

I certify that the foregoing Account is correct.

(Signed), James W. Drury,
Inspector of Audits, L. G. Board.

25th day of March, 1907.

VIII. Fermanagh Roman Catholic Board of Education.

Report of the Fermanagh Roman Catholic Board of Education for the Year ended 1st August, 1907.

The Fermanagh Roman Catholic Board of Education beg to submit the following as their Report for the Year ended 1st August, 1907.

Four meetings of the Board were held during the year. These were as follows:—

1st Meeting (Ordinary), 27th September, 1906, held in St. Macarten's Seminary, Monaghan.
2nd „ (Ordinary), 21st December, 1906, held in St. Michael's School, Enniskillen.
3rd „ (Ordinary), 26th March, 1907, held in St. Macarten's Seminary, Monaghan.
4th „ (Ordinary), 16th July, 1907, held in St. Michael's School, Enniskillen,

Table showing membership of Board, with the attendances of each:—

Members of Board.	Number of Attendances.	Members of Board.	Number of Attendances.
Most Rev. Richard Owens, D.D. (Chairman),	1	Rev. Philip M'Ginnity, P.P., ...	3
Right Rev. Thomas Monsignor Smollen, V.G., P.P. (Vice-Chairman), ...	4	John F. Wray, Esq., L.L.B., ...	1
Right Rev. L. J. Monsignor O'Neill, P.P., ...	2	Patrick Crumley, Esq., J.P., ...	2
Very Rev. P. Canon Smyth, P.P., ...	3	Daniel X. Keenan, Esq., ...	-
		Denis Carolan Rushe, Esq., B.A. (Hon. Sec.).	2

Right Rev. Dean Smollen, P.P., V.G., was elected Commissioner of Education at the meeting held 21st December, 1906.

No change has been made in the constitution of the School Committee or the Estates Committee of St Macarten's Seminary.

Rev. D. M'Grath, B.D., B.C.L., was appointed a member of the Teaching Staff in place of Rev. J. J. M'Namee, B.D., B.C.L., resigned.

Free Place Place Examination :—

Twenty duly qualified candidates competed, Rev. P. Keown, P.P., acting as Examiner. The boy taking first place scored 85 per cent.; five boys scored over 70 per cent. The Examiner reports that the results of the Examination are very satisfactory in the case of at least twelve of the candidates.

The paper on Parsing—a subject again introduced into the Programme—was well answered. The better boys did well on the Mathematical Papers.

Four Free Places, value £25, £15, £10, £10, each tenable for two years, were awarded.

School Roll :—

Number of	pupils	eligible	for	Intermediate	Examination, 52.
,,	,,	presented	,,	,,	52.
,,	,,	who passed	,,	,,	32.

Passes per Grade :—

Senior, 3; Middle, 13; Junior, 7; Preparatory, 9.

Distinctions gained :—

Senior Grade :—£3 Prize (Classical Group), E. C. Ward.
Medal (Chemistry), F. M'Connell.

Middle Grade :—£15 Exhibition (Mod. Lit.), J. P. Murnane.
£1 Prize (Science), J. F. Murphy.
Special Prize (English), J. J. M'Sorley.

Junior Grade :—Exhibition, £10 (Mod. Lit.), T. Bryson.
Exhibition, £10 (Mod. Lit.), M. J. Smyth.
Special Prizes :—
Second Burke Memorial, T. Bryson.
Irish, T. Bryson.
French, T. Bryson.

Preparatory Grade :—First Place in Ireland, M. J. O'Reilly.
Special Prize (Greek), M. J. O'Reilly.
Second Place in Ireland, History and Geography, Middle Grade.
Second Place, Chemistry, Middle Grade.

All students presented in Irish; 81 per cent. passed.

St. Michael's Intermediate School, Enniskillen.

REPORT FOR YEAR ENDED 1ST AUGUST, 1907.

The number of pupils on roll for year ended 1st August, 1907, was thirty-seven. Thirty were presented at the Intermediate Examinations; of these nineteen passed.

Two pupils passed the Martriculation Examination of the Royal University; two passed the Pharmaceutical Preliminary; one passed the College of Surgeons' Preliminary; and one passed the King's Scholarship Examination.

No candidate entered for the Free Places which were advertised in accordance with the provisions of the Scheme.

A meeting of the Committee of above was held on the 2nd February, 1907.

Right Rev. Monsignor Smollen, V.G., P.P., presided; also present:—J. F. Wray, Esq., LL.B., P. Crumley, Esq., J.P., and Rev. D. A. Noonan, Secretary.

Rev. Bro. H. N. Kelly was appointed Assistant Master in place of Bro. L. S. O'Callaghan, the appointment to date from 1st January, 1907. Salary £70 per annum.

Proposed by Monsignor Smollen, and seconded by Mr. Wray :—"That the Science Hall of St. Michael's Intermediate School be fully equipped for the Third Year's Course of Physics."

A second meeting of the Committee was held on the 5th October, 1907, Right Rev. Monsignor Dean Smollen presiding; also present :—J. F. Wray, Esq., Solicitor, and Rev. D. A. Noonan, Secretary.

It was decided to ask the Fermanagh R. C. Board that they ask from the Commissioners the cost of New Lavatories, erected for the Intermediate boys, out of the building fund.

THOS. SMOLLEN, P.P.

A correct copy of the last audited Account for the year ended 31st December, 1906, is sent herewith.

Adopted at a Meeting of the Board held in St. Macarten's Seminary, Monaghan, on the 16th October, 1907.

Signed, ✠ R. OWENS, *Chairman.*

DENIS CAROLAN RUSHE, *Honorary Secretary.*

The Account of the Fermanagh Roman Catholic Board of Education for the year ended 31st December, 1906.

Dr. *Cr.*

Charge.	£ s. d.	Discharge.	£ s. d.
To Balance as per last Account,	55 2 1	By Amounts of Payments under the following headings :—	
„ Amounts received during the period in respect of Donations, Bequests, or other Endowments,	1,335 3 4	Rent and Taxes, &c., £14 6 0	
„ Dividends (Interest allowed on Account),	1 16 6	Salaries, 954 10 0	
		Maintenance of Resident Staff, 350 0 0	
		Educational Expenses, 33 0 0	
	£ s. d.	Prizes, 110 0 0	
„ To Balance per Bank Book, 42 5 9			1,461 16 0
Add outstanding Cheques, £3 3s. and 8s. 9d., 3 11 9			
	45 17 6	Other Payments, viz. :—	
		Postage, Stationery, Railway Carriage, &c., 0 8 9 (not cashed yet)	
		Audit Fee for year 1905, 3 3 0 (Paid in 1907)	
		Interest, 2 11 8	6 3 5
Total,	£1,467 19 5	Total,	£1,467 19 5

We certify that the above is a true Account.

[Seal.] ✠ Richard Owens, *Chairman.*
Denis Carolan Rushe, *Hon. Secretary.*

Dated this 16th day of October, 1907.

I certify that the foregoing Account is correct.

28th day of November, 1907. R. J. Baker, *Auditor.*

IX.—Tyrone Protestant Board of Education.

Royal School, Dungannon,
September 26th, 1907.

My Lords and Gentlemen,

The Tyrone Protestant Board of Education have the honour to submit the following Report of their proceedings for the year ending July 31st, 1907.

Owing to the resignation of Captain Wm. Knox, a vacancy in the nominated Board occurred during the year. This has been filled by the Synod of Derry and Raphoe, electing J. F. A. Simms, Esq., Solicitor, Strabane. In addition the following gentlemen have been co-opted, viz. :—Robert Brown, Esq., Donaghmore ; Rev. S. Lindsay, B.A., Dungannon ; C. B. M. Chambré, Esq., J.P., Dungannon.

Five meetings have been held during the year.

The buildings have been maintained in good order, and the work of renovating the outside is gradually being pushed forward.

Seven candidates entered for and six of them were admitted to the Free Place Examination.

Attached is the audited Account for the year ending 31st December, 1906, also statement of successes gained by pupils of the school.

We have the honour to be,
Your obedient servants,

James Dickson, *Vice-Chairman,*
John W. Leebody, B.E., *Hon. Sec.*

ROYAL SCHOOL, DUNGANNON.—HONOURS IN THE INTERMEDIATE EXAMINATION, 1907.

Medal for First Place in Latin (Junior Grade)—F. V. Wylie.
Composition Prizes—Latin (Junior Grade), First Place—F. V. Wylie.
Greek (Junior Grade), First Place—F. V. Wylie.
German (Middle Grade)—Russell J. T. Warnock.
Prize in Greek (Junior Grade), £5—F. V. Wylie.
Prize in German (Middle Grade), £5—Russell Warnock.
Prize in German (Preparatory Grade), £2—Samuel William Holmes.
First Class Exhibition, Classical Course (Junior Grade), Third Place—F. V. Wylie.
Experimental Science Course (Middle Grade), £2 Prize—Ernest M. Harper.
Modern Literary Course (Middle Grade), £3 Prize—J. T. R. Warnock.
„ „ „ (Junior Grade), £2 Prize—Robert R. Knight.
Second Place in the Third Year Chemistry Course—E. M. Harper.

Girls' Department.

First Class Exhibition—Junior Grade Science Group—£15.
First Place in Ireland—Science Group Junior Grade.
Medal—First Place in Ireland, Second Year's Science.
Second Place in Ireland—Algebra—Junior Grade.
Third Place in Ireland—Drawing—Middle Grade.

81·8 per cent. passed Intermediate Examinations. Honour Marks in 34 subjects.

Table of Members' Attendances for year ended July 31, 1907.

—	Meetings.	—	Meetings.
James Brown, J.P., ...	Absent from illness.	Wm Wilson, J.P., ...	1
		W. J. Venables, Esq., ...	–
Colonel Burges, D.L., ...	2	John W. Leebody, B.E., ...	5
Rev. Canon Richards, ...	3	Robert Browne, Esq., ...	3
Rev. H. B. Wilson, ...	2	Rev J. Lindsay, ...	2
J. F. A. Simms, Esq., ...	2	C. B. M. Chambré, J.P., ...	–
James Dickson, J.P., ...	5		

(Signed), J. W. LEEBODY, *Secretary.*

The ACCOUNT of TYRONE PROTESTANT BOARD of EDUCATION for the year ended 31st December, 1906.

Dr. *Cr.*

CHARGE.	£ s. d	DISCHARGE.	£ s. d.
To Balance as per last Account, . . .	—	By Amounts of Payments under the following headings:—	
„ Amounts received during the period in respect of Donations, Bequests, or other Endowments, ...	700 15 7	Maintenance of Premises, &c., £196 15 4	
„ Dividends, ...	14 5 0	Rent and Taxes, &c., . 63 2 8	
		Salaries, . . . 300 0 0	
Balance against account at close of year, .	258 14 5	Educational Expenses, . 92 17 2	
		Prizes, . . . 17 0 0	
			669 15 2
		Other Payments, viz.:—	
		Balance against account at beginning of year, . . 286 8 4	
		Interest on Overdraft, . 5 8 9	
		Ditto, . . 2 2 9	
		Grant to Athletic Club, . 10 0 0	
			303 19 10
TOTAL, . . .	973 15 0	TOTAL, . . .	973 15 0

N.B.—Besides the above balance there are sums standing to the credit of this Account in the following Securities:—2½ per cent. Consols, £600—As per certificate attached.

We certify that the above is a true Account.

GEORGE H. BURGES, *Chairman. Governor.*
JOHN W. LEEBODY, *Accounting Officer.*

Dated this 19th day of September, 1907.

I certify that the foregoing Account is correct.

22nd day of October, 1907. R. J. BAKER, *Auditor*

X.—Tyrone Roman Catholic Board of Education.

REPORT for the School Year ended 1st August, 1907.

Meetings were held—

1. Thursday, 27th September, 1906.
2. Monday, 17th December, 1906.
3. Thursday, 14th March, 1907.
4. Thursday, 20th June, 1907.

Chairman.—Right Rev. Monsignor Byrne, P.P., V.G., Dungannon, Dean of Armagh.

Vice-Chairman.—Very Rev. Thomas Canon Rice, P.P., V.F., Cookstown.

Honorary Secretary.—Henry Tohall, J.P., Moy, Co. Tyrone.

Treasurer.—The Provincial Bank of Ireland, Dungannon.

Commissioner of Education elected.—Right Rev. Monsignor Dean Byrne, P.P., V.G., Dungannon.

Estate Committee.—Very Rev. J. J. Canon M'Cartan, P.P.; W. J. Reynolds, Esq., Solicitor; and Henry Tohall, J.P.

School Committee.—Right Rev. Monsignor Dean Byrne; Very Rev. Thomas Canon Rice; Very Rev. J. J. Canon M'Cartan; W. J. Reynolds, Esq., Solicitor; Henry Tohall, J.P.

At the Free Places Examination, held under Section 59, thirteen male and sixteen female pupils competed. In addition to the Free places an Exhibition of £5 and smaller sums were awarded in accordance with the marks gained by each pupil. The papers for the Examination were prepared, and the marks awarded by, Mr. Martin, Inspector of National Schools.

At the Intermediate Examinations of 1907, 63 candidates presented themselves; and 49 passed. The discipline, tone, and conduct of the School are excellent.

One girl who passed in Senior Grade, in June, 1907, has since matriculated in the Royal University. Copies of the Abstract of the Audited Account for the calendar year, 1906, were sent to the Commissioners, early in 1907. A list of the Meetings held during the school year, with the attendances of the Members, is appended.

P. J. BYRNE, *Chairman.*
HENRY TOHALL, *Hon. Sec.*

Dated this 21st day of December. 1907.

Meetings held during the School Year, ended 1st August, 1907.

Names of the Members.	Thursday, 27th Sept., 1906.	Monday, 17th Dec., 1906.	Thursday, 14th March, 1907.	Thursday, 20th June, 1907.	Total Attendances of each Member.
1. Most Rev. John K. O'Doherty, D.D., Lord Bishop of Derry, and his Deputy, Rev. James O'Kane, P.P., Cappagh, Omagh.	—	1	1	1	3
2. Right Rev. Monsignor Dean Byrne, P.P., V.G., Dungannon, ...	1	1	1	1	4
3. Right Rev. Monsignor O'Doherty, P.P., V.F., Omagh, ...	1	1	—	1	3
4. Very Rev. Thomas Canon Rice, P.P., V.F., Cookstown, ...	—	1	1	1	3
5. Very Rev. J. J. Canon M'Cartan, P.P., Donaghmore, ...	1	—	1	1	3
6. William James Reynolds, Esq., Solicitor, Dungannon, ...	1	1	—	1	3
7. John Maguire, Esq., J.P., Drumbawey House, Irvinestown, ...	—	—	1	—	1
8. Daniel Hackett, Esq., J.P., Omagh, ...	1	—	—	—	1
9. Henry Tohall, J.P., Moy, ...	1	1	1	1	4
Number of Members at each Meeting, ...	6	6	6	7	—

NOTE.—Since the period covered by this Report, namely on the 12th December, 1907, Messrs. Maguire and Hackett were co-opted in accordance with Section 38 of the Scheme.

The ACCOUNT of the TYRONE ROMAN CATHOLIC BOARD of EDUCATION for the year ended 31st December, 1906.

Dr. *Cr*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Balance as per last Account,	30 7 4	By Amounts of Payments under the following headings:—		
„ Dividends,	2 10 0	Maintenance of Premises, &c.,	12 6 3	
„ Rents,	585 0 0	Rent and Taxes, &c.,	47 12 9	
„ Fees,	232 1 0	Salaries,	430 0 0	
„ Miscellaneous Receipts, viz:—Refund of Income Tax,	31 11 11	Educational Expenses,	23 9 4	
		Prizes,	81 2 0	594 10 4
		Other Payments, viz.:—		
		Bog wood and Coke Fuel,	15 2 0	
		Gas,	8 6 0	
		Auditor,	2 2 0	
		Cleaning Premises, Walks in Grounds and School,	17 1 6	
		Interest for Cash on Loan,	17 14 0	
		Lunch to Pupils on days of Intermediate Examinations,	2 15 0	
		Cheque Book,	0 8 4	
		Clock,	1 13 10	
		Brushes and Mats,	0 13 8	65 16 4
		TOTAL PAYMENT,		660 6 8
		Balance in favour of this Account on the 31st December, 1906,		221 3 7
TOTAL,	881 10 3	TOTAL,		881 10 3

We certify that the above is a true Account.

P. J. BYRNE, *Governor.*
HENRY TOHALL, *Accounting Officer.*

Dated this 4th day of March, 1907.

I certify that the foregoing account is correct.

15th day of March, 1907. WILLIAM FOLEY, *Auditor.*

I certify that this is a true copy.

HENRY TOHALL, *Hon. Secretary.*

No. 8892.

DUBLIN CASTLE,

1*st May*, 1908.

SIR,

I have to acknowledge the receipt of your letter of the 29th ultimo forwarding, in duplicate, for submission to His Excellency the Lord Lieutenant, the Annual Report of the Commissioners of Education in Ireland for the year 1907.

I am,

Sir,

Your obedient Servant,

J. B. DOUGHERTY.

Stanislaus Murphy, Esq.,

6, Grafton Street,

Dublin.

Dublin: Printed for His Majesty's Stationery Office
By ALEX. THOM & CO. (Limited), 87, 88, & 89, Abbey-street.

REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1907.

Presented to Parliament by Command of His Majesty

DUBLIN:
PRINTED FOR HIS MAJESTY'S STATIONERY OFFICE,
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1908.

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REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1907.

TO HIS EXCELLENCY JOHN CAMPBELL,
EARL OF ABERDEEN,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland), submit to your Excellency this our Twenty-ninth Report.

The number of students who gave notice of their intention to present themselves for examination in 1907 was:—

Boys.	Girls.	Total.
8,708	3,887	12,595

being an increase of 389, or 4·7 per cent., in the case of boys, and an increase of 502, or 14·8 per cent., in the case of girls; and a total increase of 891, or 7·6 per cent. on the corresponding numbers in 1906; and a total increase of 22·4 per cent. on the corresponding numbers in 1905.

In the last ten years the numbers were respectively as follows:—

Year.	Boys.	Girls.	Total.
1898	7,227	2,627	9,854
1899	6,164	2,231	8,395
1900	6,093	2,194	8,287
1901	6,314	2,510	8,824
1902	6,545	2,509	9,054
1903	6,461	2,093	8,554
1904	6,717	2,449	9,166
1905	7,443	2,845	10,288
1906	8,319	3,385	11,704
1907	8,708	3,887	12,595

See Table I. The number of students who presented themselves for examination in 1907 was:—

Boys.	Girls.	Total.
8,165	3,656	11,821

being an increase of 375, or 4·8 per cent., in the case of boys, and an increase of 479, or 15·1 per cent., in the case of girls, and a total increase of 854, or 7·8 per cent., on the corresponding numbers in 1906.

In the last ten years the numbers were respectively as follows:—

Year.	Boys.	Girls.	Total.
1898, . .	6,705	2,368	9,073
1899, . .	5,726	2,042	7,768
1900, . .	5,611	1,997	7,608
1901, . .	5,829	2,288	8,117
1902, . .	6,087	2,292	8,379
1903, . .	5,987	1,922	7,909
1904, . .	6,276	2,254	8,530
1905, . .	7,018	2,659	9,677
1906, . .	7,790	3,177	10,967
1907, . .	8,165	3,656	11,821

Appendix I. The examinations for 1907, which commenced on 10th June and extended over twelve days, were held at 305 centres, in 113 different localities.

The following Table shows the distribution of Centres between the Four Provinces:—

Centres.	Leinster.	Ulster.	Munster.	Connaught.	Totals.
Centres for Boys, .	75	32	59	11	177
Centres for Girls, .	33	21	24	5	83
Joint Centres for Boys and Girls, .	8	19	14	4	45
Total, . .	116	72	97	20	305

Two hundred and eleven gentlemen and ninety-nine ladies were employed as Centre Superintendents, being an average of one Superintendent to every 38 students examined.

See Table III. The number of students who passed the Examinations in 1907 was:—

Boys.	Girls.	Total.
4,678	2,116	6,794

In the last ten years the numbers were respectively as follows:—

Year.	Boys.	Girls.	Total.
1898, .	4,196	1,440	5,636
1899, .	3,896	1,410	5,306
1900, .	3,799	1,515	5,314
1901, .	3,752	1,580	5,332
1902, .	3,695	1,243	4,938
1903, .	3,746	1,164	4,910
1904, .	3,934	1,464	5,398
1905, .	4,942	1,723	6,665
1906, .	4,906	2,000	6,906
1907, .	4,678	2,116	6,794

The proportion *per cent.* of those examined who passed in 1907 was:—

Boys.	Girls.	Boys and Girls.
57·3	57·9	57·5

The proportions in the last ten years were respectively as follows:—

Year.	Boys.	Girls.	Boys and Girls.
1898, .	62·6	60·8	62·1
1899, .	68·	69·	68·3
1900, .	67·7	75·9	69·8
1901, .	64·4	69·	65·7
1902, .	60·7	54·2	58·9
1903, .	62·6	60·5	62·1
1904, .	62·7	65·	63·3
1905, .	70·4	64·8	68·9
1906, .	63·	63·5	63
1907, .	57·3	57·9	57·5

The per-centages of students examined in the different grades who passed were, compared with the per-centages in 1906, as follows:—

GRADE.	Boys.		Girls.	
	1907.	1906.	1907.	1906.
Preparatory, .	59·3	57·9	60·8	54·5
Junior, .	53·7	63·6	56·2	65·9
Middle, .	60·5	64·9	54·9	63·6
Senior, .	67·2	76·8	63·1	75·2

The number of students examined in the various grades in 1907, with the numbers (*a*) who passed with honours and (*b*) who passed without honours, and the respective proportions to the numbers examined, were as follows :—

Boys.

—	Senior Grade.	Middle Grade.	Junior Grade.	Preparatory Grade.	Total.
Number examined,	464	1,411	3,937	2,353	8,165
Number who passed :—					
(*a*) With honours,	147	243	472	—	862
(*b*) Without honours,	165	611	1,644	1,396	3,816
Total,	312	854	2,116	1,396	4,678
Proportion per cent. of those examined who passed.	67·2	60·5	53·7	59·3	57·3

Girls.

—	Senior Grade.	Middle Grade.	Junior Grade.	Preparatory Grade.	Total.
Number examined,	213	585	1,902	956	3,656
Number who passed :—					
(*a*) With honours,	50	91	186	—	327
(*b*) Without honours,	95	230	883	581	1,789
Total,	145	321	1,069	581	2,116
Proportion per cent. of those examined who passed.	68·1	54·8	56·2	60·8	57·9

Boys and Girls.

—	Senior Grade.	Middle Grade.	Junior Grade.	Preparatory Grade.	Total
Number examined,	677	1,996	5,839	3,309	11,821
Number who passed :—					
(*a*) With honours,	197	334	658	—	1,189
(*b*) Without honours,	260	841	2,527	1,977	5,605
Total,	457	1,175	3,185	1,977	6,794
Proportion per cent. of those examined who passed.	67·5	58·9	54·5	59·7	57·5

The number of students to whom were awarded Exhibitions in the Senior, Middle, and Junior Grades was:— See Tables V. and VI.

Boys, 174; Girls, 59; Total, 233.

The number of students to whom were awarded prizes in books, Rule 56, was:— See Table VII.

Boys, 250; Girls, 97; Total, 347.

The number of students to whom were awarded prizes (in books) for Composition under Rule 57, was:— See Table VIII.

Boys, 130; Girls, 83; Total, 213.

The number of students to whom were awarded Prizes under Rule 59 for highest answering in Greek was:— See Table IX.

Boys, 42; Girls, 2 Total, 44.

The number of students to whom were awarded Prizes under Rule 59 for highest answering in German was:— See Table IX.

Boys, 37; Girls, 53; Total, 90.

Ninety-six Medals (bronze) were awarded to Boys and to Girls for excellence in special subjects. See Table X.

The values of the Burke Memorial Prizes awarded in 1907 were:— Burke Memorial Prizes.

Boys—	Girls—
First Prize, £13 4*s.* 6*d.*	Prize, £8 5*s.* 3*d.*
Second Prize, £8 5*s.* 3*d.*	

The amount of the School Grant paid to managers of schools on account of the Examinations in 1907 was £50,008 16*s.* 0*d.* See Appendix II.

The number of schools participating in the Grant in 1907 was 320; mixed schools of boys and girls, each of which was hitherto counted as two schools, are now regarded as one school.

The following Table shows the distribution of the School Grant between the Four Provinces, and the number of schools in each Province, to the managers of which the School Grant was paid:—

Provinces.	Total Amount of School Grant.	No. o Schools.			Total.
		Boys.	Girls.	Mixed Schools	
	£ *s.* *d.*				
Leinster, . . .	20,271 11 0	67	48	4	119
Ulster, . . .	12,273 3 6	30	40	23	93
Munster, . . .	14,285 7 0	55	28	4	87
Connaught . . .	3,178 14 6	11	7	3	21
Gross Total, . .	50,008 16 0	163	123	34	320

Appendix III. The amount of the Preparatory Grade Prize Fund paid to managers of schools on account of the Examinations in 1907 was £1,906.

Appendix IV. A sum of £2,998 16*s.* 8*d.* was allocated in bonuses to schools for choirs and orchestras which were favourably reported on by the examiners in Practical Music, and which fulfilled the conditions laid down for the examination in that subject. This examination was held for the first time in 1904.

Appendix V. A further sum of £230 was awarded as prizes at a special competition for choirs and orchestras held in Dublin, May 31st and June 1st, 1907.

The total school grant in the present year is £50,008 16*s.* 0*d.*, being calculated on the basis of the following scale :—

For each Pass :—			
Preparatory Grade	£3	6	0
Junior do.	6	12	0
Middle do.	9	18	0
Senior do.	14	17	0
For each Pass with Honours, Rule 39 :—			
Junior Grade	9	18	0
Middle do.	14	17	0
Senior do.	22	5	6

The scale for 1906 was as follows :—

For each Pass :—			
Preparatory Grade	£3	3	0
Junior do.	6	6	0
Middle do.	9	9	0
Senior do.	14	3	6
For each Pass with Honours, Rule 39 :—			
Junior Grade	9	9	0
Middle do.	14	3	6
Senior do.	21	5	3

Finance.

The period, ten years, for which interest at 2¾ per cent. payable by the Irish Land Commission, and guaranteed by the Treasury, on our original endowment of £1,000,000 sterling, expired in February in the present year. Negotiations with the Commissioners for the Reduction of the National Debt and the Land Commission have resulted in the exchange of our Bonds for £1,000,000 for £1,123,595 10*s.* 1*d.* Irish Land Guaranteed 2¾ Stock.

Our income from this source will amount to £30,898 17*s.* 6*d.*

Inspection.

We deeply regret, in the interests of education, that the earnest request, conveyed in our Report for 1906 and in previous Reports, that your Excellency would be pleased to sanction the appointment of a permanent staff of Inspectors has not yet been complied with.

We think it right to repeat what was stated on the subject in our Report for 1906 as follows :—

1906.

"In spite of the discouraging results of their efforts hitherto, the Board feel bound once more to call the attention of His Excellency to the urgent necessity of establishing a permanent system of inspection.

"For many years members of the Board have been impressed with the inadequacy of examination alone to provide a satisfactory test of the efficiency of School work; and at the unanimous request of the Board, in the year 1898, it was endowed with the powers of a Commission to take evidence, and report on the practical working of the system of Intermediate education, established by the Act of 1878. The evidence given before the Commission of 1898 amply confirmed the views thus entertained; and the Report of that Commission, in 1899, recommended the introduction of a system of inspection.

"The Report was approved by the Lord Lieutenant; and the Act of 1900 authorised inspection, although the question whether the results of inspection should have a share in determining the award of the School Grant was made to depend on the practical working of the experiment.

"In order to test this, in the year 1901, six temporary inspectors, with the sanction of His Excellency, were appointed by the Board; and the results of their work were so satisfactory, that the Board unanimously were of opinion that, subject to the limitations of the Act, inspection should at once be organized on a permanent footing. The Rules of 1902 accordingly prescribed that bonuses of from 10 to 20 per cent. on the School Grant should be payable to schools reported respectively as 'Satisfactory,' or 'Highly Satisfactory,' by the inspectors. This Rule received the sanction of the Lord Lieutenant, and thereby acquired the force of a statute, and thus rendered inspection obligatory on the Board.

"In December, 1902, the Irish Government professed that 'it was entirely in favour of a system mainly founded on inspection.' This approval has remained for more than four years purely formal; and the Board have been left in the humiliating position of having been permitted to make a rule which they are prohibited from carrying out.

"It is unnecessary to recite once more the history of the fruitless negotiations which have been carried on since 1902. When the reports of the temporary inspectors encouraged the Board to ask for the appointment of a permanent staff their communications were sometimes barely acknowledged for six months, or were met by a postponement of the question for another year. When the Government at last were able to

give any serious consideration to the question, the Board were asked to submit proposals for diminishing the cost of examinations, as a set-off to the superadded cost of inspection, and to define the duties of the inspectors in relation to the examiners. It was evident that, so long as the general examination prescribed by statute had to be maintained, although some economies might be effected, it was impossible that a reduction in the cost of the examination, such as the Government seemed to demand, could be made, nor, without some experience of the double system, could the relations of inspectors to examiners be determined with any accuracy. But the Board have steadily kept before them, and repeatedly pressed on His Excellency, the urgent necessity of introducing a system of inspection within the limits of their powers, which, after the practical experience of a few years, might become a substantial factor in testing the efficiency of Intermediate Schools in Ireland.

"Into the reasons of policy which have prevented the Irish Government from giving practical effect to the views which they professed to entertain, it is not for the Commissioners to enter. But they venture to suggest that the uncertain prospect of wide administrative changes can hardly be taken to justify a neglect of urgent educational reform, and a disregard, year after year, of the clearly-expressed will of the Legislature. This enforced stagnation of policy, the Board do not hesitate to say, is now severely condemned by cultivated opinion in Ireland: it is perpetuating a false and corrupting conception of the real ends of education; and it is sacrificing the highest interests of large numbers of pupils whose gifts would respond to a more elastic and skilful treatment. Fortified by the best expert advice, this Board feel bound once more to demand from the Irish Government permission to carry out a legal obligation, and to perform a duty to education which has been too long postponed.

"In view of the clearly expressed opinion of the Government, there is no need to enlarge on the subject in detail. No general examination by papers, however skilfully and carefully conducted, can by itself, and without the safeguard of a thorough system of inspection, afford a sufficient and satisfactory test of the efficiency of teaching on all sides. It may appraise the value of certain rather crude material results which can be numerically estimated, but it fails to correct the defective and even injurious methods by which those results are often obtained. Our temporary inspectors, in their rounds in 1902, observed in some schools grave defects in the mode of teaching. And year after year, our examiners in their reports are pointing out the same faults of slovenly haste and thoughtlessness, defective grounding, and ignorance of the very rudiments, which are not only fatal to solid progress in any subject but fatal to real mental culture. These defects are being constantly exposed, and they as constantly reappear.

"Examination, when properly applied, is undoubtedly a valuable aid in education. But a single uniform examination of thousands of pupils by paper only, as we are bound to conduct it, unaccompanied and unchecked by inspection, can never eradicate faulty methods of teaching; it is a question whether it does not tend to perpetuate them. Examination in Languages without *viva voce* can never be a satisfactory test. And *viva voce* examination in all subjects, in the case of junior pupils, is absolutely necessary to correct and supplement the results of examination by papers.

"Moreover, a single examination in the year, proposed as the sole criterion of scholastic efficiency, especially with large pecuniary results depending on it, sets before pupil and teacher a false and demoralising idea of the ends of education. The true educator values, far above any accumulation of mere facts, proper method and discipline of the intellect in attaining knowledge. He will think far more how a thing is learnt than how much is learnt. The mediocre teacher is always aiming at quantity rather than quality; he is always spurring the memory, and neglecting the powers of judgment, reflection, and taste. And it is the more mechanical powers, rather than those of reflection and refined discrimination that a great general examination by paper, can chiefly test. And when large pecuniary rewards are attached to success in such a trial, the evil is intensified. The hurry and excitement of commercial life are imported into years which, under proper guidance, should be years of tranquil growth, stimulated by the unbribed curiosity which is natural in the best young minds, till we quench it by our unskilful methods. It is painful to think of the waste of fine talent, both in teachers and pupils, which is encouraged, if not demanded, by our present mistaken system.

"It is needless to enlarge on the services which a properly organised and guarded system of inspection might render to our school life. It would leave the headmaster, though of course liable to criticism, large freedom in the choice of the subjects and methods of instruction which he found best for the special circumstances of his pupils, and congenial to his own tastes and powers. It would dispel the pernicious idea that the highest end of school life is to pass an examination, and to win so many pounds sterling.

"Proper inspection would embrace large departments of school life which no examination can possibly touch. It should, of course, deal with the number and qualifications of assistant teachers, and the methods of teaching, the time-table and distribution of work, the system of promotion and of discipline. The moral tone and manners of the pupils would not escape the notice of a vigilant inspector. He would pay special attention to the character of the school-buildings, with reference to health and good order, the capacity and ventilation of class-rooms, the provision of libraries and read-

ing-rooms, and the arrangements for games and recreation. He would, in short, embrace in his survey the whole life of a school, not as a place merely for imparting knowledge, but as a training-ground of mind and character, to form men and women to bear their part in many various scenes of life. Not his least important function would be to confer with the authorities of a school on questions of general management, to discuss with the head teachers problems of organisation and the direction of studies, and, in friendly conversation with the assistants, to suggest improvements in method, or to elicit explanations of any defects which might have been noticed. The inspector who is really fitted for his duties, while he will not spare sloth and inefficiency, will have immense opportunities of stimulating improvement by gentler means. The schools will regain their freedom. And the heads of schools, within wide limits, will be able to follow those ideals of education most congenial to their own powers, and best adapted to the requirements of their particular locality.

"It is satisfactory to know that, partly as the result of the temporary inspection carried out under this Board, partly from the success of inspection by the Department of Technical Instruction, the prejudice against inspection, which formerly prevailed in many quarters, has to a great extent disappeared. Messrs. Dale and Stephens, when they visited the schools in 1904-5, found "the objections to it quite exceptional." Indeed, the immediate establishment of such a system is now loudly demanded by a considerable body of opinion. Everything is ripe for the change. If it be longer deferred, it will have to be made, not as the result of deliberate statesmanship, but in obedience to angry clamour. This Board would therefore respectfully beg His Excellency to sanction the immediate exercise of powers which have been definitely entrusted to them by Parliament."

TABLE I.—Showing the Number of Students who presented themselves for Examination in the last ten years, respectively.

	PREPARATORY GRADE.									
YEAR,	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.	1907.
Boys, ...	2,420	1,471	1,378	1,433	2,220	2,015	1,968	2,173	2,303	2,353
Girls, ...	744	466	376	495	800	680	668	776	893	956
Total, . . .	3,164	1,937	1,754	1,928	3,020	2,695	2,636	2,949	3,196	3,309

	JUNIOR GRADE.									
YEAR,	1898.	1899	1900.	1901.	1902.	1903.	1904.	1905.	1906.	1907.
Boys, ...	3,207	3,158	3,081	3,119	2,744	2,843	3,067	3,360	3,700	3,937
Girls, ...	1,189	1,119	1,148	1,181	1,009	900	1,165	1,320	1,558	1,902
Total, . . .	4,396	4,277	4,229	4,300	3,753	3,743	4,232	4,680	5,258	5,839

	MIDDLE GRADE.									
YEAR,	1898.	1899.	1900.	1901.	1902.	1903.	1904	1905.	1906.	1907.
Boys, ...	797	729	843	861	794	788	915	1,071	1,305	1,411
Girls, ...	312	310	317	411	356	242	311	429	516	585
Total, . . .	1,109	1,039	1,160	1,272	1,150	1,030	1,226	1,500	1,821	1,996

	SENIOR GRADE.									
YEAR,	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905	1906.	1907.
Boys, . . .	281	368	309	416	329	341	326	414	482	464
Girls, ...	123	147	156	201	127	100	110	134	210	213
Total, . . .	404	515	465	617	456	441	436	548	692	677

	TOTAL.									
YEAR,	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.	1907.
Boys, ...	6,705	5,726	5,611	5,829	6,087	5,987	6,276	7,018	7,790	8,165
Girls, ...	2,368	2,042	1,997	2,288	2,292	1,922	2,254	2,659	3,177	3,656
Gross Total . .	9,073	7,768	7,608	8,117	8,379	7,909	8,530	9,677	10967	11821

TABLE II.—Showing the DAYS and HOURS at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1907.

(P.) indicates that Pass Papers only will be set in the subject after which it appears; (H.) Honour Papers only; (P. & H.) both Pass and Honour Papers; (S.) more searching Papers (Rule 43).

DAY.	PREPARATORY GRADE.		JUNIOR GRADE.		MIDDLE GRADE.		SENIOR GRADE.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 10th June.	Spanish (P), . . Italian (P.), . .	11–1 2–4	Spanish (P. & H.), . Italian (P. & H.), . Greek Verse Composition (H.), . . Latin Verse Composition (H.), . .	11–1 2–4 4–5 5–6	Spanish (P. & H.), . Natural Philosophy, . Italian (P. & H.), . . Greek Verse Composition (H.), . . Latin Verse Composition (H.), . .	11–1 11–1 2–4 4–5 5–6	Spanish (P. & H.), . Natural Philosophy, . Italian (P. & H.), . Greek Verse Composition (H.), . . Latin Verse Composition (H.), . . .	11–1 11–1 2–4 4–5 5–6
Tuesday, 11th June.	Greek (P.), . . Arithmetic (P.), .	10–12 4–6	Greek (P. & H.), . . Greek, . . Preliminary Science, 1st year, (S.) Preliminary Science, 2nd year Arithmetic (P.), . .	10–12 1.30, 3.30 4–6	Greek (P. & H.), . Greek, . . Preliminary Science, 1st year, (S.) Preliminary Science, 2nd year Arithmetic (P.), . .	10–12 1.30, 3.30 4–6	Greek (P. & H.), . . Greek, . . Preliminary Science, 1st year, (S.) Preliminary Science, 2nd year Arithmetic (P.), . .	10–12 1.30, 3.30 4–6
Wednesday, 12th June.	Latin (P.), . . History and Geography (P.), . .	10–12 4–6	Latin (P. & H.), . . Latin, . . Chemistry, 3rd year. (S.) Physics, 3rd year, History and Geography (P. & H.), .	10–12 1.30, 3.30 4–6	Latin (P. & H.), . . Latin, . . Chemistry, 3rd year. (S.) Physics, 3rd year, History and Geography (P. & H.), . .	10–12 1.30, 3.30 4–6	Latin (P. & H.), . . Latin, . . Chemistry, 3rd year. (S.) Physics, 3rd year, History and Geography (P. & H.), .	10–12 1.30, 3.30 4–6
Thursday, 13th June.	English Literature and Composition, .	10–12.30	English Literature and Composition, . . Book-keeping (P.),	10–12.30 2–4	English Literature and Composition, . . Book-keeping (P.), . Trigonometry (P. & H.),	10–12.30 2–4 4.15, 6.15	English Literature and Composition, . . Book-keeping, . . Trigonometry (P. & H.),	10–12.30 2–4 4.15–6.15
Friday, 14th June.	Geometry (P.), .	10–12	Geometry (P. & H.), . Geometry (S.), . . Shorthand (P.), . .	10–12 1.30, 3.30 4–6	Geometry (P. & H.), . Geometry (S.), . . Shorthand (P.), . .	10–12 1.30, 3.30 4–6	Geometry (P. & H.), . Geometry (S.), . . Shorthand (P.), . .	10–12 1.30, 3.30 4–6
Saturday, 15th June.	Irish (P.), . . Music (P.), . .	10–12 4–6	Irish (P. & H.), . . Irish, . . . Physics, 4th year, (S.) Chemistry, 4th year. Music (P.), . .	10–12 1.30, 3.30 4–6	Irish (P. & H.), . Irish, . . Physics, 4th year, (S.) Chemistry, 4th year. Music (P.), . . .	10–12 1.30, 3.30 4–6	Irish (P. & H.), . . Irish, . . . Physics, 4th year, (S.), Chemistry, 4th year. Music (P.), . . .	10–12 1.30, 3.30 4–6

Monday, 17th June.	Algebra (P.), . .	10–12	Algebra (P. & H.). .	10–12	Algebra (P. & H), .	10–12	Algebra (P. & H.), .	10–12
			Algebra (S.), . .	1.30, 3.30	Algebra (S.), . .	1.30, 3.30	Algebra (S.), . .	1 30, 3.30
			Physics (H.), 4th year, . .	One paper for all Grades,				4–6
			Botany (H.), 4th year, . .	,, ,,				4–6
Tuesday, 18th June.	French (P.), . .	10–12	French, (P. & H.), .	10–12	French (P. & H.), . .	10–12	French (P. & H), .	10–12
			French, . . / Mechanics, 3rd year (S.) / Botany, 3rd year,	1.30, 3.30	French, . . / Mechanics, 3rd year (S.) / Botany, 3rd year,	1.30, 3.30	French, . . / Mechanics, 3rd year (S.) / Botany, 3rd year,	1.30, 3.30
			Mechanics (H.), 3rd year, / Domestic Economy (H.), 3rd year, . .	One paper for all Grades,				4–6
Wednesday, 19th June.	German (P.), . .	10–12	German (P. & H.), .	10–12	German (P. & H.), .	10–12	German (P. & H.), .	10–12
			German, . . / Mechanics, 4th year (S.) / Botany, 4th year,	1.30, 3,30	German, . . / Mechanics, 4th year (S.) / Botany, 4th year,	1.30, 3.30	German, . . / Mechanics, 4th year (S.) / Botany, 4th year, / Trigonometry, .	1.30, 3 30
			Chemistry (H.), 4th year, . .	One paper for all Grades,				4–6
			Physiology and Hygiene (H.), 4th year,	,, ,,				4–6
Thursday, 20th June.			Preliminary Course (H.), 2nd year.	One paper for all Grades,			Honour Paper, . / Practical Geometry, .	10–12 / 12–1.15
			Physics (H.), 3rd year, . .	,, ,,				10–12
			Botany (H.), 3rd year, . .	,, ,,				10–12
			Preliminary Course (H.), 1st year, .	,, ,			Honour Paper, . / Freehand Drawing. / Memory Drawing,	3–5 / 5–5.45 / 5.50–6
			Chemistry (H.), 3rd year,	,, ,,				3–5
			Physiology and Hygiene (H.), 3rd year,	,, ,,				3–5
Friday, 21st June.			Drawing (H.), 3rd year, . .	One paper for all Grades,			Design, . / Geometrical Drawing, .	10–11.30 / 11.30–1
			Drawing (H.), 4th year, . .	,, ,,			Model Drawing, . / Geometrical Drawing, .	3–4.30 / 4.30–6
Saturday, 22nd June.			Mechanics (H.), 4th year, . .	One paper for all Grades,				10–12
			Domestic Economy (H.), 4th year,	,, ,,				10–12

TABLE III.—Showing the number of Students who passed the Examination.

—	Preparatory Grade.			Junior Grade.			Middle Grade.			Senior Grade.			Total.		
	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.
Boys, . . .	2,353	1,396	59·3	3,937	2,116	53·7	1,411	854	60·5	464	312	67·2	8,165	4,678	57·3
Girls, . . .	956	581	60·8	1,902	1,069	56·2	585	321	54·8	213	145	68·1	3,656	2,116	57·9
Gross Total, .	3,309	1,977	59·7	5,839	3,185	54·5	1,996	1,175	58·9	677	457	67·5	11,821	6,794	57·5

TABLE IV.—Showing for each subject (1*) the number of students who passed, (2) the number who failed, and (3) the total number examined; also the proportion *per cent.* to those examined of those who (4) passed.

BOYS.

Preparatory Grade.	Subjects.														
	Greek.	Latin.	English Literature and Composition.	History and Geography.	French.	German.	Irish.	Italian.	Spanish.	Arithmetic.	Geometry.	Algebra.	Experimental & Practical Science, 1st Year Course.	Experimental & Practical Science, 2nd Year Course.	Music.
Passed, ...	128	512	1,860	926	1,169	69	941	.	1	1,984	1,179	1,697	2,033	48	3
Failed, ...	84	390	485	396	987	24	347	.	.	362	574	612	137	1	1
Total examined, .	212	902	2,345	1,322	2,156	93	1,288	.	1	2,346	1,753	2,309	2,170	49	4
Proportion per cent. who passed,	60·4	56·8	79·3	70·0	54·2	74·2	73·0	.	100·	84·6	67·2	73·5	93·7	98·0	75·0

* No honour papers were set in the Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students examined, (2) the number examined in honours, (3) the number of these who passed with honours, (4) the proportion *per cent.* of these who passed with honours, (5) the number who passed without honours, (6) the proportion *per cent.* of the students examined who passed without honours, (7) the number who failed, and (8) the total per-centage of those examined who passed—*continued.*

BOYS.

JUNIOR GRADE.

—	Total examined.	Total examined in honours.	Passed with honours.	Proportion per cent. who passed with honours.	Passed without honours.	Proportion per cent. who passed without honours.	Failed.	Total per-centage passed.
HONOUR SUBJECTS:—								
Greek,	535	96	75	78·1	276	51·6	184	65·6
Latin,	1,945	466	211	45·3	960	49·4	774	60·2
History and Geography,	2,421	656	338	51·5	1,400	57·8	683	71·8
French,	3,770	1,003	563	56·1	1,815	48·1	1,392	63·1
German,	129	61	38	62·3	63	48·8	28	78·3
Irish,	1,797	551	413	75·9	1,086	60·4	293	83·7
Italian,	.	.	.	.	.	.	.	.
Spanish,	2	1	1	100·	1	50·0	.	100·
Geometry,	3,188	362	153	42·3	1,347	42·2	1,688	47·0
Algebra,	3,827	972	526	54·1	2,264	59·1	1,037	72·9
EXPERIMENTAL and PRACTICAL SCIENCE. First Year Course,	1,045	218	133	61·0	848	81·1	64	94·0
EXPERIMENTAL and PRACTICAL SCIENCE. Second Year Course,	2,409	859	330	38·4	2,021	83·9	58	97·6
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physics,	72	20	3	15·0	66	91·7	3	95·8
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Chemistry,	121	45	20	44·4	98	81·0	3	97·5
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Mechanics,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Botany,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physiology & Hygiene,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Drawing,	30	4	.	.	26	86·7	4	86·7
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physics,	2	1	1	100·	1	50·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Chemistry,	2	.	.	.	2	100·	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Mechanics,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Botany,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physiology & Hygiene,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Drawing,	.	.	.	.	.	.	.	.
PASS SUBJECTS:—								
Arithmetic,	3,928	.	.	.	3,264	83·1	664	83·1
Shorthand,	642	.	.	.	416	64·8	226	64·8
Book-keeping,	1,346	.	.	.	1,070	79·5	276	79·5
Music,	6	.	.	.	6	100·	.	100·
English Literature and Composition.	3,923	.	.	.	2,984	76·1	939	76·1

TABLE IV.—Showing for each subject (1) the number of students examined, (2) the number examined in honours, (3) the number of these who passed with honours, (4) the proportion *per cent.* of these who passed with honours, (5) the number who passed without honours, (6) the proportion *per cent.* of the students examined who passed without honours, (7) the number who failed, and (8) the total per-centage of those examined who passed—*continued.*

BOYS.

MIDDLE GRADE.

—	Total examined.	Total examined in honours.	Passed with honours.	Proportion per cent. who passed with honours.	Passed without honours.	Proportion per cent. who passed without honours.	Failed.	Total per-centage passed.
HONOUR SUBJECTS :—								
Greek,	313	87	57	65·5	162	51·7	94	70·0
Latin,	885	231	110	47·6	545	61·6	230	74·0
History and Geography,	819	311	171	55·0	593	72·4	55	95·3
French,	1,320	434	136	31·3	777	58·9	407	69·2
German,	48	36	28	77·8	17	35·4	3	93·7
Irish,	466	204	128	62·7	220	47·2	118	74·7
Italian,	.	.	.	.	.	.	.	.
Spanish,	2	1	1	100·	1	50·0	.	100·
Geometry,	1,197	206	151	73·3	783	65·4	263	78·0
Algebra,	1,392	399	234	58·6	740	53·2	418	70·0
Trigonometry,	339	197	156	79·2	132	38·9	51	84·9
EXPERIMENTAL and PRACTICAL SCIENCE. First Year Course,	45	16	10	62·5	32	71·1	3	93·3
EXPERIMENTAL and PRACTICAL SCIENCE. Second Year Course,	252	100	57	57·0	192	76·2	3	98·8
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physics,	329	134	69	51·5	253	76·9	7	97·9
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Chemistry,	427	168	107	63·7	307	71·9	13	96·9
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Mechanics,	75	50	32	64·0	37	49·3	6	92·0
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Botany,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physiology & Hygiene,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Drawing,	136	35	21	60·0	112	82·4	3	97·8
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physics,	33	9	5	55·6	28	84·8	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Chemistry,	21	4	2	50·0	19	90·5	.	100
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Mechanics,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Botany,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physiology & Hygiene,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Drawing,	1	1	1	100·	.	.	.	100·
PASS SUBJECTS :—								
Arithmetic,	1,398	.	.	.	922	65·9	476	65·9
Shorthand,	245	.	.	.	127	51·8	118	51·8
Book-keeping,	335	.	.	.	255	76·1	80	76·1
Natural Philosophy,	381	.	.	.	67	17·6	314	17·6
Music,	4	.	.	.	4	100·	.	100·
English Literature and Composition.	1,407	.	.	.	1,068	75·9	339	75·9

TABLE IV.—Showing for each subject (1) the number of students examined, (2) the number examined in honours, (3) the number of these who passed with honours, (4) the proportion *per cent.* of these who passed with honours, (5) the number who passed without honours, (6) the proportion *per cent.* of the students examined who passed without honours, (7) the number who failed, and (8) the total per-centage of those examined who passed—*continued.*

BOYS.

SENIOR GRADE.

—	Total examined.	Total examined in honours.	Passed with honours.	Proportion per cent. who passed with honours.	Passed without honours.	Proportion per cent. who passed without honours.	Failed.	Total per-centage passed.
HONOUR SUBJECTS:—								
Greek,	141	66	57	86·4	67	47·5	17	88·0
Latin,	314	148	52	35·1	237	75·5	25	92·0
History and Geography,	214	112	86	76·8	99	46·3	29	86·4
French,	415	196	51	26·0	195	47·0	169	59·3
German,	18	13	11	84·6	4	22·2	3	83·3
Irish	132	88	65	73·9	41	31·1	26	80·3
Italian,	.	.	.	.	.	.	.	.
Spanish,	1	1	.	.	1	100·	.	100·
Geometry,	392	110	78	70·9	274	69·9	40	89·8
Algebra,	453	180	141	78·3	209	46·1	103	77·3
Trigonometry,	233	141	108	76·6	102	43·8	23	90·1
EXPERIMENTAL and PRACTICAL SCIENCE. First-Year Course,	5	2	2	100·	3	60·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Second Year Course,	12	9	7	77·8	5	41·7	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physics,	71	43	29	67·4	40	56·3	2	97·2
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Chemistry,	101	62	51	82·3	48	47·5	2	98·0
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Mechanics,	21	19	17	89·5	4	19·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Botany,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physiology & Hygiene,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Drawing,	20	11	11	100·	7	35·0	2	90·0
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physics,	73	37	28	75·7	41	56·2	4	94·5
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Chemistry,	82	40	25	62·5	56	68·3	1	98·8
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Mechanics,	15	15	12	80·0	3	20·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Botany,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physiology & Hygiene,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Drawing,	9	2	2	100·	7	77·8	.	100·
PASS SUBJECTS:—								
Arithmetic,	453	.	.	.	370	81·7	83	81·7
Shorthand,	70	.	.	.	36	51·4	34	51·4
Book-keeping,	48	.	.	.	33	68·7	15	68·7
Natural Philosophy,	240	.	.	.	110	45·8	130	45·8
Music,	1	.	.	.	1	100·	.	100·
English Literature and Composition.	462	.	.	.	388	84·0	74	84·0

TABLE IV.—Showing for each subject (1) the number of students examined, (2) the number examined in honours, (3) the number of these who passed with honours, (4) the proportion *per cent.* of these who passed with honours, (5) the number who passed without honours, (6) the proportion *per cent.* of the students examined who passed without honours, (7) the number who failed, and (8) the total per-centage of those examined who passed—*continued.*

BOYS.

TOTAL IN ALL GRADES.

—	Total examined.	Total examined in honours.	Passed with honours.	Proportion per cent. who passed with honours	Passed without honours.	Proportion per cent. who passed without honours.	Failed.	Total per-centage passed
HONOUR SUBJECTS:—								
Greek,	1,201	249	189	75·9	633	52·7	379	68·4
Latin,	4,046	845	373	44·1	2,254	55·7	1419	61·9
History and Geography,	4,776	1,079	595	55·1	3,018	63·2	1,163	75·6
French,	7,661	1,633	750	45·9	3,956	51·6	2,955	61·4
German,	288	110	77	70·0	153	53·1	58	79·9
Irish,	3,683	843	611	72·5	2,288	62·1	784	78·7
Italian,	.	.	.	.	.	.	.	.
Spanish,	6	3	2	66·7	4	66·7	.	100·
Geometry.	6,530	678	382	56·3	3,583	54·9	2,565	60·7
Algebra.	7,981	1,551	901	58·1	4,910	61·5	2,170	72·8
Trigonometry.*	572	338	264	78·1	234	40·9	74	87·1
EXPERIMENTAL and PRACTICAL SCIENCE. First Year Course,	3,265	236	145	61·4	2,916	89·3	204	93·7
EXPERIMENTAL and PRACTICAL SCIENCE. Second Year Course,	2,722	968	394	40·7	2,266	83·2	62	97·7
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physics,	472	197	101	51·3	359	76·0	12	97·4
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Chemistry,	649	275	178	64·7	453	69·8	18	97·2
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Mechanics,	96	69	49	71·0	41	42·7	6	93·8
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Botany,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physiology & Hygiene,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Drawing,	186	50	32	64·0	145	78·0	9	95·2
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physics,	103	47	34	72·3	70	64·8	4	96·3
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Chemistry,	105	44	27	61·4	77	73·3	1	99·0
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Mechanics,	15	15	12	80·0	3	20·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Botany,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physiology & Hygiene,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Drawing,	10	3	3	100·	7	70·0	.	100·
PASS SUBJECTS:—								
Arithmetic,	8,125	.	.	.	6,540	80·5	1,585	80·5
Shorthand,	957	.	.	.	579	60·5	378	60·5
Book-keeping,	1,729	.	.	.	1,358	78·5	371	78·5
Natural Philosophy,	621	.	.	.	177	28·5	444	28·5
Music,	15	.	.	.	14	93·3	1	93·3
English Literature and Composition.	8,137	.	.	.	6,300	77·4	1,837	77·4

* Senior and Middle Grades only.

TABLE IV.—Showing for each subject (1)* the number of students who passed, (2) the number who failed, and (3) the total number examined; also the proportion *per cent.* to those examined of those who (4) passed—*continued.*

GIRLS.

Preparatory Grade.	PASS SUBJECTS.														
	Greek.	Latin.	English Literature and Composition.	History and Geography.	French.	German.	Irish.	Italian.	Spanish.	Arithmetic.	Geometry	Algebra	Experimental and Practical Science 1st Year Course.	Experimental and Practical Science 2nd Year Course.	Music.
Passed, . . .	2	46	707	695	691	286	279	1	.	794	102	576	739	30	36
Failed, . . .	.	70	248	171	236	52	46	.	.	160	114	204	30	.	7
Total examined, . . .	2	116	955	866	927	338	325	1	.	954	216	780	769	30	43
Proportion per cent. who Passed.	100·	39·7	74·0	80·3	74·5	84·6	85·8	100·	.	83·2	47·2	73·8	96·1	100·	83·7

* No honour papers were set in the Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students examined, (2) the number examined in honours, (3) the number of these who passed with honours, (4) the proportion *per cent.* of these who passed with honours, (5) the number who passed without honours, (6) the proportion *per cent.* of the students examined who passed without honours, (7) the number who failed, and (8) the total per-centage of those examined who passed—*continued.*

GIRLS.

JUNIOR GRADE.

	Total examined.	Total examined in honours.	Passed with honours.	Proportion per cent. who passed with honours.	Passed without honours.	Proportion per cent. who passed without honours.	Failed.	Total per-centage passed.
HONOUR SUBJECTS :—								
Greek,	4	2	1	50·0	2	50·0	1	75·0
Latin,	307	71	27	38·0	130	42·3	150	51·1
History and Geography,	1,712	462	265	57·4	1,105	64·5	342	80·0
French,	1,871	545	333	61·1	969	51·8	569	69·6
German,	566	218	125	57·3	352	62·2	89	84·3
Irish,	633	216	131	60·6	416	65·7	86	86·4
Italian,	34	14	11	78·6	22	64·7	1	97·1
Spanish,	2	.	.	.	1	50·0	1	50·0
Geometry,	468	62	11	17·7	154	32·9	303	35·3
Algebra,	1,416	259	75	29·0	818	57·8	523	63·1
EXPERIMENTAL and PRACTICAL SCIENCE. First Year Course,	642	141	59	41·8	564	87·9	19	97·0
EXPERIMENTAL and PRACTICAL SCIENCE. Second Year Course,	820	309	137	44·3	678	82·7	5	99·4
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physics,	9	1	.	.	9	100·	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Chemistry,	10	3	3	100·	6	60·0	1	90·0
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Mechanics,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Botany,	29	21	7	33·3	22	75·9	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Domestic Economy,	72	27	13	48·1	56	77·8	3	95·8
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physiology & Hygiene,	37	21	16	76·2	21	56·8	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Drawing,	60	30	12	40·0	44	73·3	4	93·3
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physics,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Chemistry,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Mechanics,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Botany,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Domestic Economy,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physiology & Hygiene,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Drawing,	.	.	.	.	.	.	.	.
PASS SUBJECTS :—								
Arithmetic,	1,885	.	.	.	1,497	79·4	388	79·4
Shorthand,	118	.	.	.	83	70·3	35	70·3
Book-keeping,	605	.	.	.	537	88·8	68	88·8
Music,	68	.	.	.	63	92·6	5	92·6
English Literature and Composition.	1,897	.	.	.	1,611	84·9	286	84·9

TABLE IV.—Showing for each subject (1) the number of students examined, (2) the number examined in honours, (3) the number of these who passed with honours, (4) the proportion *percent.* of these who passed with honours, (5) the number who passed without honours, (6) the proportion *per cent.* of the students examined who passed without honours, (7) the number who failed, and (8) the total per-centage of those examined who passed—*continued.*

GIRLS.

MIDDLE GRADE.

—	Total examined.	Total examined in honours.	Passed with honours.	Proportion per cent. who passed with honours.	Passed without honours.	Proportion per cent. who passed without honours.	Failed.	Total per-centage passed.
HONOUR SUBJECTS:—								
Greek,	1	1	1	100·	·	·	·	100·
Latin,	155	39	16	41·0	105	67·7	34	78·1
History and Geography,	457	201	125	62·2	314	68·7	18	96·1
French,	577	240	117	48·7	380	65·9	80	86·1
German,	222	116	70	60·3	110	49·5	42	81·1
Irish,	153	72	36	50·0	98	64·1	19	87·6
Italian,	9	7	4	55·5	4	44·4	1	88·9
Spanish,	·	·	·	·	·	·	·	·
Geometry,	165	23	12	52·2	113	68·5	40	75·8
Algebra,	381	84	27	32·1	208	54·6	146	61·7
Trigonometry,	25	11	9	81·8	11	44·0	5	80·0
EXPERIMENTAL and PRACTICAL SCIENCE. — First Year Course,	36	16	8	50·0	27	75·0	1	97·2
EXPERIMENTAL and PRACTICAL SCIENCE. — Second Year Course,	141	60	31	51·7	109	77·3	1	99·3
EXPERIMENTAL and PRACTICAL SCIENCE. — Third Year Course. — Physics,	31	11	3	27·3	28	90·3	·	100·
EXPERIMENTAL and PRACTICAL SCIENCE. — Third Year Course. — Chemistry,	45	27	17	63·0	28	62·2	·	100·
EXPERIMENTAL and PRACTICAL SCIENCE. — Third Year Course. — Mechanics,	·	·	·	·	·	·	·	·
EXPERIMENTAL and PRACTICAL SCIENCE. — Third Year Course. — Botany,	65	37	14	37·8	49	75·4	2	96·9
EXPERIMENTAL and PRACTICAL SCIENCE. — Third Year Course. — Domestic Economy,	162	94	56	59·6	102	63·0	4	97·5
EXPERIMENTAL and PRACTICAL SCIENCE. — Third Year Course. — Physiology & Hygiene,	63	45	38	84·4	22	34·9	3	95·2
EXPERIMENTAL and PRACTICAL SCIENCE. — Third Year Course. — Drawing,	122	57	31	54·4	87	71·3	4	96·7
EXPERIMENTAL and PRACTICAL SCIENCE. — Fourth Year Course. — Physics,	7	1	1	100·	6	85·7	·	100·
EXPERIMENTAL and PRACTICAL SCIENCE. — Fourth Year Course. — Chemistry,	3	3	·	·	3	100·	·	100·
EXPERIMENTAL and PRACTICAL SCIENCE. — Fourth Year Course. — Mechanics,	·	·	·	·	·	·	·	·
EXPERIMENTAL and PRACTICAL SCIENCE. — Fourth Year Course. — Botany,	8	6	2	33·3	6	75·0	·	100·
EXPERIMENTAL and PRACTICAL SCIENCE. — Fourth Year Course. — Domestic Economy,	10	7	5	71·4	5	50·0	·	100·
EXPERIMENTAL and PRACTICAL SCIENCE. — Fourth Year Course. — Physiology & Hygiene,	4	1	1	100·	3	75·0	·	100·
EXPERIMENTAL and PRACTICAL SCIENCE. — Fourth Year Course. — Drawing,	18	10	10	100·	8	44·4	·	100·
PASS SUBJECTS:—								
Arithmetic,	576	·	·	·	370	64·2	206	64·2
Shorthand,	45	·	·	·	25	55·5	20	55·5
Book-keeping,	117	·	·	·	103	88·0	14	88·0
Natural Philosophy	80	·	·	·	3	3·7	77	3·7
Music,	35	·	·	·	33	96·0	2	96·0
English Literature and Composition.	585	·	·	·	400	68·4	185	68·4

TABLE IV.—Showing for each subject (1) the number of students examined, (2) the number examined in honours, (3) the number of these who passed with honours, (4) the proportion *per cent.* of these who passed with honours, (5) the number who passed without honours, (6) the proportion *per cent.* of the students examined who passed without honours, (7) the number who failed, and (8) the total per-centage of those examined who passed—*continued.*

GIRLS.

SENIOR GRADE.

—	Total examined.	Total examined in honours.	Passed with honours.	Proportion per cent. who passed with honours.	Passed without honours.	Proportion per cent. who passed without honours.	Failed.	Total per-centage passed.
HONOUR SUBJECTS:—								
Greek,	2	1	1	100·	1	50·0	.	100·
Latin,	63	35	11	31·6	43	68·3	9	85·7
History and Geography,	134	84	62	73·8	59	44·0	13	90·3
French,	209	134	34	25·4	99	47·4	76	63·6
German,	110	73	43	58·9	52	47·3	15	86·4
Irish,	49	32	21	65·6	18	36·7	10	79·6
Italian,	5	3	2	66·7	3	60·0	.	100·
Spanish,	.	.	.	.	.	.	.	.
Geometry,	75	18	11	61·1	54	72·0	10	86·7
Algebra,	116	24	12	50·0	67	57·8	37	68·1
Trigonometry,	27	10	7	70·0	19	70·4	1	96·3
EXPERIMENTAL and PRACTICAL SCIENCE. First Year Course,	3	3	2	66·7	1	33·3	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Second Year Course,	16	15	9	60·0	7	43·7	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physics,	8	5	4	80·0	4	50·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Chemistry,	14	9	5	55·5	9	64·3	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Mechanics,	2	1	.	.	1	50·0	1	50·0
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Botany,	12	9	1	11·1	11	91·7	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Domestic Economy,	40	27	19	70·4	21	52·5	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physiology & Hygiene	19	13	12	92·3	5	26·3	2	89·5
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Drawing,	33	19	13	68·4	20	60·6	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physics,	3	3	2	66·7	1	33·3	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Chemistry,	15	11	3	27·3	12	80·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Mechanics,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Botany,	35	35	19	54·2	16	45·7	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Domestic Economy,	25	22	16	72·7	9	36·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physiology & Hygiene,	27	24	22	91·7	4	14·8	1	96·3
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Drawing,	47	35	34	97·1	13	27·7	.	100·
PASS SUBJECTS:—								
Arithmetic,	174	.	.	.	107	61·5	67	61·5
Shorthand,	4	.	.	.	3	75·0	1	75·0
Book-keeping,	9	.	.		7	77·8	2	77·8
Natural Philosophy,	59	.	.	.	15	25·4	44	25·4
Music,	8	.	.		7	87·5	1	87·5
English Literature and Composition.	213	.	.	.	182	85·4	31	85·4

TABLE IV.—Showing for each subject (1) the number of students examined, (2) the number examined in honours, (3) the number of these who passed with honours, (4) the proportion *per cent.* of these who passed with honours, (5) the number who passed without honours, (6) the proportion *per cent.* of the students examined who passed without honours, (7) the number who failed, and (8) the total per-centage of those examined who passed—*continued.*

GIRLS.

TOTAL IN ALL GRADES.

—	Total examined.	Total examined in honours.	Passed with honours.	Proportion per cent. who passed with honours.	Passed without honours.	Proportion per cent. who passed without honours.	Failed.	Total per-centage passed.
HONOUR SUBJECTS :—								
Greek,	9	4	3	75·0	5	55·5	1	88·9
Latin,	641	145	54	37·2	324	50·5	263	59·0
History and Geography,	3,169	747	452	60·5	2,173	68·6	544	82·8
French,	3,584	919	484	52·7	2,139	59·7	961	73·2
German,	1,236	407	238	58·5	800	64·7	198	84·0
Irish,	1,160	320	188	58·7	811	69·9	161	86·1
Italian,	49	24	17	70·8	30	61·2	2	95·9
Spanish,	2	.	.	.	1	50·0	1	50·0
Geometry,	924	103	34	33·0	423	45·8	467	49·5
Algebra,	2,685	367	114	31·1	1,661	61·9	910	66·1
Trigonometry,*	52	21	16	76·2	30	57·7	6	88·5
EXPERIMENTAL and PRACTICAL SCIENCE. First Year Course,	1,450	160	69	43·1	1,331	91·8	50	96·5
EXPERIMENTAL and PRACTICAL SCIENCE. Second Year Course,	1,007	384	177	46·1	824	81·8	6	99·4
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physics,	48	17	7	41·2	41	85·4	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Chemistry,	69	39	25	64·1	43	62·3	1	98·5
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Mechanics,	2	1	.	.	1	50·0	1	50·0
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Botany,	106	67	22	32·8	82	77·4	2	98·1
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Domestic Economy,	274	148	88	59·5	179	65·3	7	97·4
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physiology & Hygiene,	119	79	66	83·5	48	40·3	5	95·8
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Drawing,	215	106	56	52·8	151	70·2	8	96·3
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physics,	10	4	3	75·0	7	70·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Chemistry,	18	14	3	21·4	15	83·3	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Mechanics,	.	.	.	.	.	.	.	.
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Botany,	43	41	21	51·2	22	51·2	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Domestic Economy,	35	29	21	72·4	14	40·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physiology & Hygiene,	31	25	23	92·0	7	22·6	1	96·8
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Drawing,	65	45	44	97·8	21	32·3	.	100·
PASS SUBJECTS :—								
Arithmetic,	3,589	.	.	.	2,768	77·1	821	77·1
Shorthand,	167	.	.	.	111	66·5	56	66·5
Book-keeping,	731	.	.	.	647	88·5	84	88·5
Natural Philosophy,	139	.	.	.	18	12·9	121	12·9
Music,	154	.	.	.	139	90·3	15	90·3
English Literature and Composition.	3,650	.	.	.	2,900	79·5	750	79·5

* Senior and Middle Grades only.

TABLE IV.—Showing for each subject (1) the number of students examined, (2) the number examined in honours, (3) the number of these who passed with honours, (4) the proportion *per cent.* of these who passed with honours, (5) the number who passed without honours, (6) the proportion *per cent.* of the students examined who passed without honours, (7) the number who failed, and (8) the total per centage of those examined who passed—*continued.*

BOYS AND GIRLS.

SUMMARY.

—	Total examined.	Total examined in honours.	Passed with honours.	Proportion per cent. who passed with honours.	Passed without honours.	Proportion per cent. who passed without honours	Failed.	Total per-centage passed.
HONOUR SUBJECTS :—								
Greek,	1,210	253	192	75·9	638	52·7	380	68·6
Latin,	4,687	990	427	43·1	2,578	55·0	1,682	64·1
History and Geography,	7,915	1,826	1,047	57·3	5,191	65·3	1,707	78·5
French,	11,245	2,552	1,234	48·3	6,095	54·2	3,916	65·2
German,	1,521	517	315	60·9	953	62·5	256	83·2
Irish,	4,843	1,163	799	68·7	3,099	64·0	945	80·5
Italian,	49	24	17	70·8	30	61·2	2	95·9
Spanish,	8	3	2	66·7	5	62·5	1	87·5
Geometry,	7,434	781	416	53·3	4,006	53·9	3,012	59·5
Algebra,	10,666	1,918	1,015	52·9	6,571	61·6	3,080	71·1
Trigonometry,*	624	359	280	78·0	264	42·3	80	87·2
EXPERIMENTAL and PRACTICAL SCIENCE. First Year Course,	4,715	396	214	54·0	4,247	90·0	254	94·6
EXPERIMENTAL and PRACTICAL SCIENCE. Second Year Course,	3,729	1,352	571	42·2	3,090	82·9	68	98·2
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physics,	520	214	108	50·5	400	76·9	12	97·7
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Chemistry,	718	314	203	64·6	496	69·1	19	97·3
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Mechanics,	98	70	49	70·0	42	42·9	7	92·9
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Botany.	106	67	22	32·8	82	77·4	2	98·1
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Domestic Economy.	274	148	88	59·5	179	65·3	7	97·4
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Physiology & Hygiene,	119	79	66	83·5	48	40·3	5	95·8
EXPERIMENTAL and PRACTICAL SCIENCE. Third Year Course. Drawing,	401	156	88	56·3	296	73·8	17	95·8
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physics,	118	51	37	72·5	77	65·3	4	96·6
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Chemistry,	123	58	30	51·7	92	74·9	1	99·2
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Mechanics,	15	15	12	80·0	3	20·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Botany,	43	41	21	51·2	22	51·2	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Domestic Economy	35	29	21	72·4	14	40·0	.	100·
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Physiology & Hygiene,	31	25	23	92·0	7	22·6	1	96·8
EXPERIMENTAL and PRACTICAL SCIENCE. Fourth Year Course. Drawing,	75	48	47	97·9	28	37·3	.	100·
PASS SUBJECTS :—								
Arithmetic,	11,714	.	.	.	9,308	79·5	2,406	79·5
Shorthand,	1,124	.	.	.	690	61·4	434	61·4
Book-keeping,	2,460	.	.	.	2,005	81·5	455	81·5
Natural Philosophy,	760	.	.	.	195	25·6	565	25·6
Music,	169	.	.	.	153	90·5	16	90·5
English Literature and Composition.	11,787	.	.	.	9,200	78·0	2,587	78·0

* Senior and Middle Grades only.

TABLE V.—Showing the number of Students to whom Exhibitions were awarded.

—	Senior Grade,		Middle Grade,		Junior Grade,		Total.
	£40.	£20.	£25.	£15.	£15.	£10.	
Boys, . . .	18	14	19	30	24	69	174
Girls, . . .	7	2	11	7	13	19	59
Gross Total, .	25	16	30	37	37	88	233

TABLE VI.—Showing the sub-divisions of Exhibitions between the different Courses.

—	Classical Course.		Modern Literary Course.		Mathematical Course.		Experimental Science Course.		Total.		Total Boys and Girls.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
SENIOR GRADE.											
£40 Exhibitions, .	4	–	6	4	4	–	4	3	18	7	25
£20 Exhibitions, .	1	–	2	2	4	–	7	–	14	2	16
MIDDLE GRADE.											
£25 Exhibitions, .	5	–	8	8	2	–	4	3	19	11	30
£15 Exhibitions, .	4	1	7	6	4	–	15	–	30	7	37
JUNIOR GRADE.											
£15 Exhibitions, .	4	1	13	9	4	–	3	3	24	13	37
£10 Exhibitions, .	6	–	29	16	8	1	26	2	69	18	88
Total, .	24	2	65	45	26	1	59	11	174	59	233

TABLE VII.—Showing the number of Students to whom prizes in books were awarded. (Rule 56.)

	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
BOYS:—				
Senior Grade, . . .	25	4	12	41
Middle „ . . .	40	12	13	65
Junior „ . . .	65	40	39	144
Total, . . .	130	56	64	250
GIRLS:—				
Senior Grade, . . .	12	–	1	13
Middle „ . . .	22	6	1	29
Junior „ . . .	31	15	9	55
Total, . . .	65	21	11	97
Gross Total, . .	195	77	75	347

TABLE VIII.—Showing the number of Students to whom prizes (in books) for Composition were awarded. (Rule 57.)

	Greek.	Latin.	English.	French.	German.	Irish.	Italian.	Spanish.	Total.
BOYS:—									
Senior Grade, £4, .	6	6	7	4	2	8	–	–	33
Middle „ £3, .	9	4	5	6	8	10	–	–	42
Junior „ £2, .	9	9	17	7	5	8	–	–	55
Total, . . .	24	19	29	17	15	26	–	–	130
GIRLS:—									
Senior Grade, £4, .	–	–	6	5	4	5	–	–	20
Middle „ £3, .	–	1	4	7	8	6	1	–	27
Junior „ £2, .	1	1	7	6	8	11	2	–	36
Total, . . .	1	2	17	18	20	22	3	–	83
Gross Total, . .	25	21	46	35	35	48	3	–	213

TABLE IX.—Showing the number of Students to whom Money Prizes were awarded for highest answering in Greek and German. (Rule 59.)

	GREEK.			GERMAN.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
SENIOR GRADE.						
£10 Prizes,	1	–	1	1	1	2
£7 Prizes,	–	–	–	1	3	4
£5 Prizes,	3	–	3	2	3	5
£3 Prizes,	2	–	2	–	–	–
MIDDLE GRADE.						
£7 Prizes,	4	–	4	4	3	7
£5 Prizes,	–	1	1	4	8	12
£4 Prizes,	4	–	4	–	–	–
JUNIOR GRADE.						
£5 Prizes,	5	1	6	5	8	13
£3 Prizes,	4	–	4	2	7	9
PREPARATORY GRADE.						
£3 Prizes,	5	–	5	13	20	33
£2 Prizes,	–	–	–	5	–	5
£1 Prizes,	14	–	14	–	–	–
Total,	42	2	44	37	53	90

TABLE X.—Showing the number of Students to whom Bronze Medals were awarded. (Rule 53.)

	GRADE.			
	Senior.	Middle.	Junior.	Total.
BOYS,	19	17	11	47
GIRLS,	14	15	20	49
Total,	33	32	31	96

TABLE XI.—ACCOUNTS of the BOARD

CAPITAL

	Securities. £ s. d	*Cash.* £ s. d
Balance on 1st January, 1907,	1,103,560 0 0	—
Cash proceeds of Securities sold,	—	1,004,217 11 0
Securities purchased, viz.:—2¾ per cent. Guaranteed Irish Land Stock,	1,123,595 10 1	
£	2,227,155 10 1	1,004,217 11 0

INCOME

RECEIPTS.	£ s. d.	£ s. d.	£ s. d.
In respect of the year 1906:—			
Cash Balance as per Report of 1906,	—	1,311 8 5	
Income Tax refunded,	1,375 0 0		
Sales of Publications,	58 3 8		
School Grant refunded,	9 9 0		
		1,442 12 8	
			2,754 1 1
[Cr. Balance £2,130 0*s.* 4*d.*]			
In respect of the year 1907:—			
Share of Local Taxation Duties, 1906-1907,	49,916 17 3		
Interest of Securities,	24,928 2 7		
,, on Cash on deposit,	914 3 10		
Examination Fees,	1,817 3 2		
Sales of Publications,	51 5 2		
Sales of Waste Paper,	0 16 6		
Interest on Advances to Managers,	454 7 0		
		78,082 15 6	
Cash proceeds of Securities sold,		4,217 11 0	
			82,300 6 6
[Dr. Balance £1,409 8*s.* 4*d.*]			
			85,054 7 7

ADVANCES—

	£ s. d.
Balance on 1st January, 1907,	18,355 7 8
Advances to Managers of Schools,	2,220 0 0
£	20,575 7 8

ADVANCES—

	£ s. d.
Balance on 1st January, 1907,	682 7 2
Repayments,	2,592 4 4
£	3,274 11 6

for the year ended 31st December, 1907.

ACCOUNT.

	Securities. £ s. d.	*Cash.* £ s. d.
Securities sold,	1,005,120 0 0	
Cash transferred to Income Account,	—	4,217 11 0
Cash invested in Government Securities (as per Contra),	—	1,000,000 0 0
Balance on 31st December, 1907,	1,222,035 10 1	
	2,227,155 10 1	1,004,217 11 0

ACCOUNT.

Payments.	£ s. d.	£ s. d.	£ s. d.
In respect of the year 1906 :—			
Administration—			
Incidentals,	101 0 9		
Printing and Stationery,	91 8 6		
		192 9 3	
Examinations—			
Printing and Stationery,	182 1 11		
Hire of Rooms,	16 5 0		
Petty Expenses,	29 9 2		
		227 16 1	
Rewards—			
Medals and Book Prizes,	—	57 0 0	
Miscellaneous—			
School Grant,	5 13 5		
Law Costs,	41 0 2		
Cost of Audit (1906),	100 0 0		
		146 15 5	
			624 0 9
In respect of the year 1907 :—			
Administration—			
Permanent Salaries,	3,165 10 7		
Pay of Temporary Clerks,	1,112 17 11		
Rent,	119 12 4		
Printing and Stationery,	140 16 0		
Incidentals,	1,017 1 5		
		5,555 18 3	
Examinations—			
Examiners' Remuneration,	7,183 4 6		
Do., Locomotive Expenses,	112 11 11		
Do., Petty Expenses,	22 9 7		
Centre Superintendents' Remuneration,	4,550 0 0		
Do., Locomotive Expenses,	767 6 2		
Do., Petty Expenses,	516 5 3		
Hire of Rooms,	279 1 6		
Printing and Stationery,	2,297 5 11		
Petty Expenses,	1,250 18 9		
Locomotive do.,	31 19 2		
		17,011 2 9	
Rewards—			
Exhibitions,	4,057 0 0		
Special Money Prizes,	534 0 0		
Preparatory Grade Prize Fund to Schools,	1,906 0 0		
Medals and Book Prizes,	1,390 0 0		
		7,887 0 0	
Miscellaneous—			
Normal School Grant,	50,008 16 0		
Bonuses to Schools for Choirs and Orchestras,	3,228 16 8		
Law Costs,	18 1 2		
		53,255 13 10	
			83,709 14 10
Balance on 31st December, 1907,			720 12 0
		£	85,054 7 7

CAPITAL ACCOUNT.

	£ s. d.
Repayments,	2,592 4 4
Balance on 31st December, 1907,	17,983 3 4
£	20,575 7 8

CURRENT ACCOUNT.

	£ s. d.
Advances to Managers of Schools,	2,220 0 0
Balance on 31st December, 1907,	1,054 11 6
£	3,274 11 6

Table XII.—THE "BURKE MEMORIAL FUND."

ACCOUNT FOR THE YEAR ENDED 31st DECEMBER, 1907.

Capital Account.

	Securities.		Securities.
Balance on 1st January, 1907,	£1,222 18*s.* 11*d.*	Balance on 31st December, 1907,	£1,222 18*s.* 11*d.*

INCOME ACCOUNT.

	£	*s.*	*d.*		£	*s.*	*d*
Balance on 1st January, 1907,	0	0	2	Printing and Stationery,	0	16	6
5 Jan., Dividend on 2½ per cent. Consols,	7	12	10	Prizes (*vide* page ix.),	29	15	0
5 April, „ „ „ „	7	12	10				
5 July, „ „ „ „	7	12	10				
5 Oct., „ „ „ „	7	12	10				
	£30	11	6		£30	11	6

Given under our Common Seal

this 9th day of April, 1908.

L.S.

Present at Board Meeting when Seal was affixed,

T. J. Bellingham Brady,
Swift Paine Johnston, } *Assistant Commissioners.*

NAMES OF THE COMMISSIONERS

OF

INTERMEDIATE EDUCATION (IRELAND).

The Right Hon. CHRISTOPHER PALLES, LL.D., Lord Chief Baron of the Exchequer in Ireland, Chairman.
The Right Hon. Mr. Justice MADDEN, M.A., LL.D., Vice-Chairman.
Rev. W. TODD MARTIN, D.D., D.LIT.
His Grace The Most Rev. WILLIAM J. WALSH, D.D., Archbishop of Dublin.
SAMUEL DILL, Esq., M.A., LITT.D., LL.D.
Rev. T. A. FINLAY, M.A., F.R.U.I.
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SWIFT PAINE JOHNSTON, M.A.

APPENDIX I.

Localities in which Examinations were held.

BOYS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh,	1	Kilrush,	1
Athlone,	1	Kingstown,	2
Ballaghadereen,	1	Letterkenny,	1
Ballinasloe,	2	Limerick,	8
Ballinrobe,	1	Lisburn,	1
Ballymena,	2	Lismore,	1
Banbridge,	1	Listowel,	2
Belfast,	10	Londonderry,	4
Birr,	1	Longford.	1
Blackrock,	4	Midleton,	2
Callan,	1	Mitchelstown,	1
Carlow,	1	Monaghan,	2
Cashel,	5	Monasterevan,	1
Castleknock,	3	Mount Bellew,	1
Cavan,	1	Mountrath,	1
Charleville,	1	Mullingar,	2
Clondalkin	1	Naas,	1
Clongowes Wood College,	3	Navan,	2
Clonmel,	2	Newbridge,	1
Clonskeagh,	1	New Ross,	1
Clontarf,	2	Newry,	2
Coleraine,	1	Omagh,	2
Cork,	14	Rathmines,	1
Dingle,	1	Roscrea,	1
Doneraile,	1	Sligo,	3
Drogheda,	1	Terenure,	1
Dublin,	30	Thurles,	2
Dundalk,	3	Tipperary,	2
Dungannon,	2	Tralee,	3
Dungarvan.	1	Tuam,	2
Ennis,	3	Tullow,	1
Enniscorthy,	1	Waterford,	3
Enniskillen,	2	Wexford,	2
Fermoy,	3		
Galway,	1		
Kells,	1	Total,	176
Kilkenny,	3		
Killarney,	2		

Localities in which Examinations were held—*continued.*

GIRLS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Balbriggan,	1	Letterkenny,	1
Ballymena,	1	Limerick,	2
Banbridge,	1	Lisburn,	1
Belfast,	5	Listowel,	1
Blackrock,	1	Londonderry,	5
Bray,	1	Macroom,	1
Carrickmacross,	1	Monaghan,	2
Cashel,	1	Mullingar,	1
Castleknock,	1	Navan,	1
Celbridge,	1	Newry,	1
Cork,	8	Newtownbarry,	1
Dalkey,	1	Omagh,	1
Dublin,	12	Rathfarnham,	2
Dundalk,	1	Rathmines,	1
Dungannon,	2	Roscommon,	1
Ennis,	1	Sligo,	2
Enniscorthy,	1	Thurles,	2
Ferbane,	1	Tipperary,	1
Fermoy,	1	Tralee,	1
Goresbridge,	1	Tullow,	1
Gorey,	1	Waterford,	3
Kilkenny,	1	Wexford,	2
Killarney,	2		
Kiltimagh,	2	Total,	83

JOINT CENTRES—BOYS AND GIRLS.

Abbeyleix,	1	Kilfinane,	1
Arklow,	1	Kilmihil,	1
Armagh,	1	Larne,	1
Athlone,	1	Lifford,	1
Athy,	1	Limavady,	1
Bagenalstown,	1	Limerick,	1
Ballina,	1	Lurgan,	1
Ballymoney,	1	Mallow,	1
Bangor,	1	Maryborough,	1
Belfast,	3	Mountrath,	1
Carlow,	1	Nenagh,	1
Carrickmacross,	1	Newtownards,	1
Carrick-on-Suir,	1	Portadown,	1
Cavan,	1	Portarlington,	1
Clonmel,	1		
Coleraine,	1	Queenstown,	1
Cookstown,	1	Raphoe,	1
		Skibbereen,	1
Dungarvan,	1	Tuam,	1
Enniskillen,	1		
Ennistymon,	1	Waterford,	1
Galway,	1	Westport,	1
		Youghal,	1
Holywood,	1		
Hospital,	1	Total,	46

Appendix II.

LIST OF SCHOOLS TO THE MANAGERS OF WHICH SCHOOL GRANTS WERE PAID IN 1907, AND AMOUNTS OF SUCH GRANTS.

BOYS.

Town.	Name of School.	No. of Pupils on Roll.	Amount paid.		
			£	s.	d.
Abbeyleix, ...	Preston School, ...	21	62	14	0
Armagh, ...	Christian Schools, ...	46	79	4	0
Do., ...	Royal School, ...	63	138	12	0
Do., ...	St. Patrick's College, ..	30	155	2	0
Athlone, ...	Ranelagh School, ...	54	230	3	6
Do., ...	St. Mary's Intermediate School,	32	69	6	0
Athy, ...	Christian Schools, ...	40	115	10	0
Bagenalstown, ..	St. Joseph's Academy, ..	26	87	9	0
Ballaghadereen, ..	Diocesan College, ...	53	171	12	0
Ballina, ...	St. Muredach's College, ..	52	132	0	0
Ballinasloe, ..	St. Joseph's College, ..	79	339	1	6
Ballinrobe, ..	Christian Schools, ...	30	39	12	0
Bangor, ...	Endowed School, ...	24	39	12	0
Belfast, ...	Campbell College, ...	155	201	6	0
Do., ...	Christian Schools, St. Mary's,	61	231	0	0
Do., ...	do., St. Patrick's,	54	151	16	0
Do., ...	do., Oxford-st. ..	25	49	10	0
Do., ...	Methodist College, ...	117	400	19	0
Do., ...	Royal Academical Institution,	213	570	18	0
Do., ...	St. Malachy's College, ..	70	151	16	0
Birr, ...	Chesterfield School, ..	18	23	2	0
Do., ...	Presentation Brothers' Seminary,	37	100	13	0
Callan, ...	Christian Schools, ...	21	62	14	0
Cappoquin, ..	Mount Melleray Seminary ..	42	66	0	0
Carlow, ...	Carlow College, ..	63	248	6	6
Do., ...	Christian Schools, ...	55	69	6	0
Carrickmacross, ..	Patrician Brothers' School, ..	16	47	17	0
Carrick-on-Suir, ..	Christian Schools, ...	59	207	18	0
Cashel, ...	do., ...	23	33	0	0
Do., ...	Rockwell College, ...	196	1,018	17	6
Cavan, ...	St. Patrick's College, ..	61	245	17	0
Charleville, ..	Christian Schools, ...	62	118	16	0
Clonmel, ...	Christian Schools, St. Mary's,	28	59	8	0
Do., ...	Christian Schools, SS. Peter and Paul's.	87	283	16	0
Do., ...	Grammar School, ...	31	77	11	0
Coleraine, ...	Academical Institution, ..	86	277	4	0
Cookstown, ..	The Academy, ...	25	112	4	0
Cork, ...	Christian Brothers' College, ..	113	450	9	0
Do., ...	Christian Schools, Our Lady's Mount.	264	1,133	11	0
Do., ...	do., Sullivan's Quay,	92	300	6	0
Do., ...	Grammar School, ...	105	282	19	6
Do., ...	Presentation College, Mardyke,	105	327	10	6
	Carried forward, ..	2,834	£ 8,964	9	0

List of Schools to the Managers of which School Grants were Paid in 1907, and Amounts of such Grants—*continued.*

BOYS.

Town.	Name of School.	No. of Pupils on Roll.	Amount paid.
			£ s. d.
	Brought forward,	2,834	8,964 9 0
Dingle, ...	Christian Schools, ...	53	108 18 0
Doneraile, ...	do., ...	32	99 0 0
Drogheda, ...	Christian Schools, ...	50	99 0 0
Do., ...	Grammar School, ...	27	88 5 6
Dublin, ...	Belvedere College, ...	94	234 6 0
Do., ...	Catholic University School,	44	82 10 0
Do., ...	Christian Schools, James's-st.,	111	315 3 0
Do., ...	Christian Schools, N. Brunswick-street.	54	102 6 0
Do., ...	Christian Schools, N. Richmond-street.	464	1,835 12 6
Do., ...	Christian Schools, Synge-street,	185	433 2 6
Do., ...	Christian Schools, Westland Row	114	372 18 0
Do., ...	Diocesan School, Molesworth-st.,	73	156 15 0
Do., ...	The High School, ...	89	250 16 0
Do., ...	King's Hospital, ...	105	411 13 6
Do., ...	Merchant Taylors' School, ..	25	3 6 0
Do., ...	Mountjoy School, ...	123	886 1 0
Do., ...	St. Andrew's College, ..	201	459 7 0
Do., ...	St. Patrick's Cathedral Grammar School.	18	13 4 0
Do., ...	Wesley College, ...	85	278 0 6
Do., Blackrock,	Avoca School, ...	11	23 2 0
Do., do.,	Blackrock College, ...	209	1,118 14 0
Do., Castleknock,	Morgan's Endowed School, ..	30	59 8 0
Do., do.,	St. Vincent's College, ..	101	416 12 6
Do., Clondalkin,	St. Joseph's Seminary, ..	31	52 16 0
Do., Clonskeagh,	Masonic Boys' School, ..	61	242 11 0
Do., Clontarf,	Christian Schools, Marino, ..	58	168 6 0
Do., Glasnevin,	St. Vincent's Orphanage, ..	47	92 8 0
Do., Glasthule,	Presentation Brothers' College,	33	56 2 0
Do., Kingstown,	Christian Schools, ...	70	85 16 0
Do., do.,	Grammar School, York-road,	18	34 13 0
Do., Rathmines,	St. Mary's College, ...	63	275 11 0
Do., do.,	Rathmines College, ...	38	9 18 0
Do., Terenure,	Carmelite College, ...	50	75 18 0
Dundalk, ...	Christian Schools, ...	75	260 14 0
Do., ...	Educational Institution, ..	54	217 16 0
Do., ...	St. Mary's College, ...	80	231 0 0
Dungannon, ..	Royal School, ...	62	169 19 0
Do., ...	St. Patrick's Academy, ..	32	158 8 0
Dungarvan, ..	Christian Schools, ...	57	95 14 0
Do., ...	St. Augustine's Seminary, ..	30	57 15 0
	Carried forward, ..	5,991	£19,097 15 0

List of Schools to the Managers of which School Grants were Paid in 1907, and Amounts of such Grants—*continued.*

BOYS.

Town.	Name of School.	No. of Pupils on Roll.	Amount paid. £	*s.*	*d.*
	Brought forward,	5,991	19,097	15	0
Ennis, ...	Christian Schools, ...	71	181	10	0
Do,, ...	St. Flannan's College, ..	71	247	10	0
Enniscorthy, ..	Christian Schools, ...	65	176	11	0
Enniskillen, ..	Portora Royal School, ..	115	212	0	6
Do., ...	St. Michael's Intermediate School.	37	132	0	0
Ennistymon, ..	Christian Schools, ...	42	59	8	0
Fermoy, ...	Christian Schools, ...	61	178	4	0
Do., ...	St. Colman's College, ..	119	702	18	0
Galway, ...	Grammar School, ...	23	61	1	0
Do., ...	St. Joseph's Seminary, ..	59	150	19	6
Kells, ...	Christian Schools, ...	47	89	2	0
Kilkenny, ...	Christian Schools, ...	62	158	8	0
Do., ...	Kilkenny College, ...	57	242	11	0
Do., ...	St. Kieran's College, ..	64	237	12	0
Killarney, ...	St. Brendan's Seminary, ..	95	446	6	6
Kilrush, ...	Christian Schools, ...	53	189	15	0
Larne, ...	The Grammar School, ..	33	166	13	0
Letterkenny, ..	St. Eunan's College, ...	53	189	15	0
Limerick, ...	Christian Schools, ...	176	470	5	0
Do., ...	Crescent College, ...	61	89	2	0
Do., ...	Inter. School, Rutland-street,	13	6	12	0
Do., ...	Mount St. Alphonsus, ..	21	102	2	6
Do., ...	Mungret College, ...	77	264	0	0
Do., ...	St. Munchin's College, ..	70	267	6	0
Do., ...	Villiers' Endowed School, ..	19	44	11	0
Lismore, ...	Christian Brothers' Collegiate School.	29	103	19	0
Do., ...	Lismore College, ...	11	33	0	0
Listowel, ...	St. Michael's College, ..	118	359	14	0
Londonderry, ..	Foyle College, ...	101	360	10	6
Do., ...	St. Columb's College, ..	84	278	0	6
Longford, ...	St. Mel's College, ...	69	326	14	0
Lurgan, ...	Lurgan College, ...	31	75	18	0
Mallow, ...	Patrician Academy, ...	35	36	6	0
Maryborough, ..	Christian Schools, ...	46	117	3	0
Midleton, ...	Do., ...	62	159	4	6
Do., ...	Midleton College, ...	19	46	4	0
Mitchelstown, ..	Christian Schools, ...	47	135	6	0
Monaghan, ..	Do., ...	34	52	16	0
Do., ...	St. Macarten's Seminary, ..	57	293	14	0
Monasterevan, ..	Christian Schools, ...	41	70	19	0
Mount Bellew, ..	St. Francis' College, ...	45	105	12	0
Mountrath, ..	De La Salle Sch., Castletown,	47	145	4	0
Do., ...	Patrician Bros. School, ..	31	62	14	0
	Carried forward,	8,462	26,926	16	6

List of Schools to the Managers of which School Grants were Paid in 1907, and Amounts of such Grants—*continued.*

BOYS.

Town.	Name of School.	No. of Pupils on Roll.	Amount paid.
			£ s. d.
	Brought forward,	8,462	26,926 16 6
Mullingar, ...	Christian Schools, ...	79	221 18 6
Multyfarnham, ..	Franciscan College, ...	15	26 8 0
Naas, ...	Christian Schools, ...	33	108 18 0
Navan, ...	St. Finian's Seminary, ..	83	282 3 0
Nenagh, ...	Christian Schools, ...	46	90 15 0
Newbridge, ..	Newbridge College, ...	35	82 10 0
New Ross, ...	Christian Schools, ...	31	100 13 0
Do., ...	Good Counsel College, ..	13	6 12 0
Do., ...	John Ivory School, ...	15	36 6 0
Newry, ...	Christian Schools, ...	70	226 17 6
Do., ...	St. Colman's College, ..	26	80 17 0
Omagh, ...	Christian Schools, ...	43	123 15 0
Do., ...	Omagh Academy, ...	29	82 10 0
Portarlington, ..	Christian Schools, ...	34	84 3 0
Queenstown, ..	Presentation College, ..	33	46 4 0
Rochestown, ..	Franciscan Capuchin College, ..	28	62 14 0
Roscrea, ...	Mount St. Joseph College, ..	62	135 6 0
Sallins, ...	Clongowes Wood College, ..	177	771 7 6
Skibbereen, ..	Univ. and Inter. School, ..	16	39 12 0
Do., ...	Collegiate School, ...	12	13 4 0
Sligo, ...	Summerhill College, ..	113	419 2 0
Thurles, ...	Christian Schools, ...	80	321 11 6
Tipperary, ...	do., ...	90	179 0 6
Do., ...	Grammar School, ...	29	108 1 6
Tralee, ...	Christian Schools, ...	60	222 15 0
Do., ...	The Jeffers' Institute, ..	84	222 15 0
Tramore, ...	Christian Schools, ...	14	16 10 0
Tuam, ...	Do., ...	62	166 13 0
Do., ...	St. Jarlath's College, ..	99	443 0 6
Tullow, ...	St. Patrick's Seminary, ..	36	82 10 0
Waterford, ..	Bishop Foy School, ...	40	145 4 0
Do., ...	Christian Brothers' College, ..	58	203 15 6
Do., ...	Christian Schools, Mount Sion,	103	304 8 6
Do., ...	St. John's College, ...	10	19 16 0
Westport, ...	Christian Schools, ...	44	155 2 0
Wexford, ...	do., ...	66	219 9 0
Do., ...	St. Peter's College, ...	46	117 3 0
Youghal, ...	Christian Schools, ...	55	182 6 6
	TOTAL, ...	10,431	33,078 13 6

List of Schools to the Managers of which School Grants were Paid in 1907, and Amounts of such Grants—*continued.*

GIRLS.

Town.	Name of School.	No. of Pupils on Roll.	Amount paid.		
			£	s.	d.
Abbeyleix, ..	Brigidine Convent, ...	29	16	10	0
Do., ...	The Seminary, ...	12	16	10	0
Arklow, ...	Convent of Mercy, ...	23	29	14	0
Armagh, ...	Russell-street School, ..	18	34	13	0
Athy, ...	St. Mary's Intermediate School,	12	23	2	0
Bagenalstown, ..	Presentation Convent, ..	24	62	14	0
Balbriggan, ..	Loreto Convent, ...	38	198	0	0
Ballymena, ..	Girls' Coll. School, ...	20	56	2	0
Bangor, ...	Glenlola School, ...	7	6	12	0
Do., ...	Ladies' Boarding and Day School, Duniris.	12	36	6	0
Belfast, ...	Belmont Ladies' Coll., Knock,	35	24	15	0
Do., ...	Brookvale Collegiate School, ..	35	33	0	0
Do., ...	Dominican Convent, ..	40	52	16	0
Do., ...	Ladies' Coll. School, Fortwilliam Park.	17	36	6	0
Do., ...	Methodist College, ...	65	237	12	0
Do., ...	Mount Prospect School, Lisburn-road.	18	52	16	0
Do., ...	Princess Gardens School, ..	38	127	1	0
Do., ...	Rosetta Girls' High School, ..	12	9	18	0
Do., ...	Victoria College, ...	81	510	13	6
Bray, ...	Loreto Convent, ...	67	89	2	0
Do., ...	Belgrave School, Meath-road, ..	9	18	3	0
Carlow, ...	Convent of Mercy, ...	29	49	10	0
Carrickfergus, ..	Ladies' Collegiate School, ..	27	94	1	0
Carrickmacross, ..	St. Louis' Convent, ...	59	298	13	0
Carrick-on-Suir, ..	Convent of Mercy, ...	20	9	18	0
Cashel, ...	Presentation Convent, ..	31	59	8	0
Celbridge, ...	Incorporated Society's School,	63	198	0	0
Clonmel, ...	Loreto Convent, ...	12	16	10	0
Coleraine, ...	Gordonville School, ...	33	39	12	0
Do., ...	Ursuline Convent, ...	19	6	12	0
Cookstown, ..	Ladies' School, ...	31	57	15	0
Cork, ...	High School, Sydney-place, ..	36	136	2	6
Do., ...	Rochelle Seminary, ..	62	203	15	6
Do., ...	St. Marie's of the Isle, ..	57	82	10	0
Do., ...	Ursuline High School, ..	106	228	10	6
Do., ...	St. Vincent's Convent, .	89	122	2	0
Do., ...	Ursuline Convent, Blackrock,	32	70	19	0
Dublin, ...	Alexandra College, ...	49	339	1	6
Do., ...	Alexandra School, ...	210	211	4	0
Do., ...	Bertrand Orphan Sch.,Eccles-st.	12	33	0	0
Do., ...	Church Home School, Clyde-road,	19	99	0	0
Do., ...	Dominican College, Eccles-st.,	159	602	5	0
Do., ...	Diocesan School, Adelaide-road,	82	115	10	0
Do., ...	Harrington College, ..	39	54	9	0
Do., ...	Kenmare Coll., N. George's-st.	36	36	6	0
Do., ...	Loreto College, Stephen's-green,	109	512	6	6
Do., ...	Loreto Convent, N. George's-st.,	33	142	14	6
Do., ...	Rutland High School, ..	26	55	5	6
Do., ..	St. Margaret's Hall, Mespil-road,	18	23	2	0
Do., Ballsbridge,	Masonic Female Orphan School,	57	138	12	0
Do., Blackrock,	Dominican Convent, ..	80	56	2	0
Do., Castleknock,	Mercer's Endowed School, ..	20	19	16	0
Do., Chapelizod,	St. Joseph's Convent, Mount Sackville.	30	72	12	0
	Carried forward,	2,297	£ 5,857	10	0

List of Schools to the Managers of which School Grants were Paid in 1907, and Amounts of such Grants—*continued.*

GIRLS

Town.	Name of School.	No. of Pupils on Roll.	Amount paid.
			£ s. d.
	Brought forward, ..	2,297	5,857 10 0
Dublin, Dalkey,	Loreto Abbey, ...	30	105 12 0
Do., Donnybrook,	St. Mary's University College,	16	39 12 0
Do., Kingstown,	Dominican Convent, ..	20	42 18 0
Do., do.,	Victoria School, 23 Clarinda Park	16	33 0 0
Do., Rathfarnham,	Loreto Abbey, ...	83	297 16 6
Do., Rathgar,	Norfolk College, ...	20	23 2 0
Do., Rathmines,	Loreto Convent, ...	42	91 11 6
Dundalk, ...	Convent of Mercy, ...	34	112 4 0
Do., ...	Ladies' School, ...	16	54 9 0
Dungannon, ..	Girls' Royal School, ..	31	128 14 0
Do , ...	St. Patrick's Academy. ..	33	163 7 0
Ennis, ...	Convent of Mercy, ...	41	82 10 0
Enniscorthy, ..	Loreto Convent, ...	31	140 5 0
Enniskillen, ..	Collegiate School, ...	20	33 0 0
Ferbane, ...	St. Joseph's Convent, ..	31	33 0 0
Fermoy, ...	Loreto Convent, ...	61	145 4 0
Galway, ...	Dominican Convent, ..	33	66 16 6
Do., ...	High School, ...	9	9 18 0
Do., ...	St. Rose's College, Taylor's Hill,	42	26 8 0
Goresbridge, ..	Brigidine Convent, ...	22	49 10 0
Gorey, ...	Loreto Abbey, ...	58	236 15 6
Hospital, Co. Limerick,	Presentation Convent, ..	15	66 0 0
Kilkenny, ...	Loreto Convent, ...	45	133 13 0
Killarney, ...	do., ...	65	198 16 6
Kiltimagh, ..	St. Louis' Convent, ...	84	330 0 0
Larne, ...	Intermediate School, ..	14	16 10 0
Letterkenny, ..	Loreto Convent, ...	25	113 0 6
Limerick, ..	High School, ...	10	42 18 0
Do., ...	Laurel Hill Convent, ..	91	308 11 0
Do., ...	Madame de Prins' College, ..	20	44 11 0
Do., ...	Villiers' Endowed School, ..	20	16 10 0
Lisburn, ...	Sacred Heart Convent, ..	25	21 2 0
Listowel, ...	Presentation Convent, ..	24	39 12 0
Londonderry, ..	Convent of Mercy, ...	27	150 19 6
Do., ...	St. Lurach's College, ..	11	16 10 0
Do., ...	Strand House School, ..	100	269 15 6
Do., ...	Victoria High School, ..	122	723 10 6
Do., ...	Waterside Ladies' School, ..	13	57 15 0
Lurgan, ...	Ladies' High School, ..	14	23 2 0
Macroom, ...	Convent of Mercy, ...	44	110 11 0
Maryborough, ..	Victoria School, ...	10	6 12 0
Monaghan, ..	St. Louis' Convent, ...	81	500 15 6
Mountrath, ..	Brigidine Convent, ...	34	184 16 0
Mullingar, ...	Loreto Convent, ...	40	100 13 0
Navan, ...	do., ...	64	165 0 0
Newcastle, ..	Clare Lodge School, ..	7	16 10 0
Newry, ...	Convent of Mercy, ...	30	33 0 0
Do., ...	Girls' High School, ...	10	6 12 0
Newtownards, ..	Ladies' School, ...	12	42 18 0
Newtownbarry, ..	St. Mary's Convent, ..	46	135 6 0
Omagh, ...	High School, ...	23	42 18 0
Do., ...	Loreto Convent, ...	41	122 2 0
Portadown, ..	Alexandra School, ...	11	6 12 0
Do., ...	Ladies' School, ...	18	42 18 0
Queenstown, ..	Convent of Mercy, ...	28	126 4 6
Roscommon, ..	Ranelagh School, ...	26	115 10 0
Skibbereen, ..	Ladies' School, ...	15	42 18 0
	Carried forward, ..	4,251	£12,147 15 6

List of Schools to the Managers of which School Grants were Paid in 1907, and Amounts of such Grants—*continued.*

GIRLS.

Town.	Name of School.	No. of Pupils on Roll.	Amount paid.
			£ s. d.
	Brought forward, ..	4,251	12,147 15 6
Sligo, ...	Ursuline Convent, ...	85	345 13 6
Swinford, ...	Convent of Mercy, ...	18	36 6 0
Thurles, ...	Ursuline Convent, ...	70	155 2 0
Tipperary, ..	St. Anne's Convent, ..	39	105 12 0
Tralee, ...	Presentation Convent, ..	45	156 15 0
Tullow, ...	Brigidine Convent, ..	47	178 4 0
Waterford, ..	Sacred Heart Convent, Ferrybank.	64	164 3 6
Do., ...	Bishop Foy Girls' High School,	33	72 12 0
Do., ...	Ursuline Convent, ...	79	165 0 0
Wexford, ...	Loreto Convent, ...	73	334 15 6
Do., ...	Ladies' School, ...	20	36 6 0
Whitehead, . ..	Mount Oregon School, ..	7	51 3 0
Youghal, ...	Loreto Convent, ...	8	3 6 0
	TOTAL, ..	4,834	£13,952 14 0

MIXED SCHOOLS (BOYS AND GIRLS).

Town.	Name of School.	No. of Pupils on Roll.		Amount paid.
		Boys.	Girls.	
				£ s. d.
Ballyclare, ...	Intermediate School, ..	11	10	42 18 0
Ballymena, ..	Gracehill Academy, ...	4	3	13 4 0
Do., ...	The Academy, ...	76	38	556 1 0
Ballymoney, ..	Intermediate School, ..	11	18	105 12 0
Banbridge, ..	Academical Institution, ..	14	12	46 4 0
Do., ...	Excelsior Academy, ..	20	28	144 7 6
Bandon, ...	Grammar School, ...	11	6	6 12 0
Do., ...	The Manse School, ...	2	7	9 18 0
Bangor, ...	Ladies' Collegiate School, ..	1	20	23 2 0
Belfast, ...	Mercantile College, ...	55	19	225 4 6
Do., ...	Royal Academy, ...	45	20	221 2 0
Boyle, ...	Academical Institution, ..	1	6	9 18 0
Carrickmacross, ..	The Grammar School, ..	7	12	49 10 0
Cavan, ...	Royal School, ...	17	5	84 3 0
Coleraine, ...	Inter. School, Macosquin, ..	8	10	41 5 0
Donegal, ...	The Manse School, ...	2	6	3 6 0
Dublin, Sandymount,	Academical Institution, ..	26	12	132 0 0
Holywood, ..	Upper Sullivan School, ..	23	30	153 9 0
Kilmihil, ...	Intermediate School, ..	18	9	77 11 0
Do., ...	Lacken Intermediate School,	8	12	56 2 0
Lifford, ...	Prior Schools, ...	23	12	100 13 0
Limavady, ..	Collegiate School, ...	2	9	13 4 0
Do., ...	Roebank School, ...	2	22	41 5 0
Lisburn, ...	Intermediate School, ..	22	19	169 19 0
Do., ...	Ulster Provincial School, ..	35	33	94 1 0
Magherafelt, ..	Rainey School, ...	20	13	79 4 0
Manorhamilton, ..	Intermediate School, ..	3	6	3 6 0
Navan, ...	Preston School, ...	6	5	6 12 0
Newry, ...	Intermediate School, ..	18	10	185 12 6
Raphoe, ...	Royal School, ...	21	16	112 4 0
Rathfriland, ..	Classical School, ...	16	7	13 4 0
Sligo, ...	Intermediate School, ..	2	13	51 3 0
Tullamore, ..	do., ...	2	6	16 10 0
Wexford, ...	The Tate School, ...	25	1	89 2 0
	TOTAL, ..	557	455	2,977 8 6

Appendix III.

LIST OF SCHOOLS WHICH PARTICIPATED IN THE PREPARATORY GRADE PRIZE FUND IN 1907, AND THE AMOUNTS PAID TO EACH.

BOYS.

Town.	Name of School.	Amount paid.		
		£	s.	d.
Abbeyleix, ...	Preston School, ...	1	0	0
Armagh, ...	Christian Schools, ...	2	0	0
Do., ...	Royal School, ...	4	0	0
Do., ...	St. Patrick's College, ..	3	0	0
Athlone, ...	Ranelagh School, ...	11	0	0
Do., ...	St. Mary's Intermediate School,	3	0	0
Athy, ...	Christian Schools, ...	6	0	0
Bagenalstown, ...	St. Joseph's Academy, ..	4	0	0
Ballaghadereen, ...	Diocesan College, ...	5	0	0
Ballina, ...	St. Muredach's College, ..	10	0	0
Ballinasloe, ...	St. Joseph's College, ..	9	0	0
Ballinrobe, ...	Christian Schools, ...	4	0	0
Bangor, ...	Endowed School, ...	2	0	0
Belfast, ...	Christian Schools, Divis-street,	7	0	0
Do., ...	do., Oxford-street,	11	0	0
Do., ...	do., Donegall-st.,	22	0	0
Do., ...	Methodist College, ...	16	0	0
Do., ...	Royal Academical Institution,	18	0	0
Do., ...	St. Malachy's College, ..	13	0	0
Birr, ...	Chesterfield School, ...	5	0	0
Do., ...	Presentation Seminary, ..	6	0	0
Callan, ...	Christian Schools, ...	5	0	0
Carlow, ...	Carlow College, ...	6	0	0
Do., ...	Christian Schools, ...	8	0	0
Carrickmacross, ...	Patrician Brothers' School, ..	1	0	0
Carrick-on-Suir, ...	Christian Schools, ...	13	0	0
Cashel, ...	do., ...	3	0	0
Do., ...	Rockwell College, ...	13	0	0
Cavan, ...	St. Patrick's College, ..	7	0	0
Charleville, ...	Christian Schools, ...	5	0	0
Clonmel, ...	Christian Schools (St. Mary's),	7	0	0
Do., ...	Christian Schools (SS. Peter and Paul's).	10	0	0
Do., ...	Grammar School, ...	2	0	0
Coleraine, ...	Academical Institution, ..	6	0	0
Cookstown, ...	The Academy, ...	4	0	0
Cork, ...	Christian Brothers' College, ..	13	0	0
Do., ...	Christian Schools, Our Lady's Mount.	45	0	0
Do., ...	Christian Schools, Sullivan's Quay.	27	0	0
Do., ...	Grammar School, ...	11	0	0
Do., ...	Presentation Brothers' College,	12	0	0
Doneraile, ...	Christian Schools, ...	6	0	0
Drogheda, ...	do., ...	5	0	0
Dublin, ...	Belvedere College, ...	9	0	0
Do., ...	Catholic University School, ..	3	0	0
Do., ...	Christian Schools, James's street,	14	0	0
	Carried forward, ..	397	0	0

List of Schools which participated in the Preparatory Grade Prize Fund in 1907, and the Amounts paid to each—*continued.*

BOYS.

Town.	Name of School.	Amount paid.		
		£	s.	d.
	Brought forward, ..	397	0	0
Dublin, ...	Christian Schools, North Brunswick-street.	9	0	0
Do., ...	Christian Schools, North Richmond-street.	67	0	0
Do., ...	Christian Schools, Synge-street,	29	0	0
Do., ...	Christian Schools, Westland-row,	32	0	0
Do., ...	Diocesan School, Molesworth-st.,	6	0	0
Do., ...	The High School, ...	14	0	0
Do., ...	King's Hospital, Oxmantown,	12	0	0
Do., ...	Merchant Taylors' School, ..	1	0	0
Do., ...	Mountjoy School, ...	14	0	0
Do., ...	St. Andrew's College, ..	17	0	0
Do., ...	St. Patrick's Cathedral Schools,	5	0	0
Do., ...	Wesley College, ...	6	0	0
Do., Blackrock, ..	Avoca School, ...	3	0	0
Do., do, ..	Blackrock College, ...	14	0	0
Do., Castleknock, ..	Morgan's Endowed School, ..	1	0	0
Do., do., ..	St. Vincent's College, ..	12	0	0
Do., Clonskeagh, ..	Masonic Boys' School, ..	11	0	0
Do., Clontarf, ...	Christian Schools, Marino, ..	21	0	0
Do., Glasnevin, ..	St. Vincent's Orphanage, ..	6	0	0
Do., Glasthule... ..	Presentation Brothers' College,	7	0	0
Do., Rathmines, ..	St. Mary's College, ...	2	0	0
Do., do., ..	Rathmines College, ...	3	0	0
Do., Terenure, ...	Carmelite College, ...	5	0	0
Dundalk, ...	Christian Schools, ...	14	0	0
Do., ...	Educational Institution, ..	13	0	0
Do., ...	St. Mary's College, ...	8	0	0
Dungannon, ...	Royal School, ...	8	0	0
Do., ...	St. Patrick's Academy, ..	8	0	0
Dungarvan, ...	Christian Schools, ...	8	0	0
Do., ...	St. Augustine's Seminary, ..	2	0	0
Ennis, ...	Christian Schools, ...	12	0	0
Do., ...	St. Flannan's College, ..	4	0	0
Enniscorthy, ...	Christian Schools, ...	12	0	0
Enniskillen, ...	Portora Royal School, ..	10	0	0
Do., ...	St. Michael's Intermediate School.	4	0	0
Ennistymon, ...	Christian Schools, ...	4	0	0
Fermoy, ...	do., ...	10	0	0
Do., ...	St. Colman's College, ..	8	0	0
Galway, ...	Grammar School, ...	2	0	0
Do., ...	St. Joseph's Seminary, ..	12	0	0
Kells, ...	Christian Schools, ...	7	0	0
Kilkenny, ...	do., ...	7	0	0
Do., ...	Kilkenny College, ...	11	0	0
Do., ...	St. Kieran's College, ..	6	0	0
Killarney, ...	St. Brendan's Seminary, ..	9	0	0
Kilrush, ...	Christian Schools, ...	2	0	0
Larne, ...	The Grammar School, ..	2	0	0
Letterkenny, ...	St. Eunan's Seminary, ..	13	0	0
	Carried forward, ..	890	0	0

List of Schools which participated in the Preparatory Grade Prize Fund in 1907, and the Amounts paid to each—*continued.*

BOYS.

Town.	Name of School.	Amount paid		
		£	s.	d.
	Brought forward, ..	890	0	0
Limerick, ...	Christian Schools, ...	28	0	0
Do., ...	Crescent College, ...	11	0	0
Do., ...	Mungret College, ...	6	0	0
Do., ...	St. Munchin's College, ..	9	0	0
Do., ...	The Villiers' Endowed School,	1	0	0
Lismore, ...	Christian Brothers' Collegiate School.	5	0	0
Listowel, ...	St. Michael's College, ..	16	0	0
Londonderry, ...	Foyle College, ...	14	0	0
Do., ...	St. Columb's College, ..	18	0	0
Longford, ...	St. Mel's College, ...	8	0	0
Lurgan, ...	Lurgan College, ...	3	0	0
Mallow, ...	Patrician Academy, ..	4	0	0
Maryborough, ...	Christian Schools, ...	6	0	0
Midleton, ...	do., ...	10	0	0
Do., ...	Midleton College, ...	4	0	0
Mitchelstown, ...	Christian Schools, ...	8	0	0
Monaghan, ...	do., ...	3	0	0
Do., ...	St. Macarten's Seminary, ..	9	0	0
Monasterevan, ...	Christian Schools, ...	3	0	0
Mountrath, ...	De La Salle School, Castletown,	1	0	0
Do., ...	Patrician Brothers' Schools, ..	6	0	0
Mullingar, ...	Christian Schools, ...	8	0	0
Naas, ...	do., ...	6	0	0
Navan, ...	St. Finian's Seminary, ..	8	0	0
Nenagh, ...	Christian Schools, ...	2	0	0
Newbridge, ...	Newbridge College, ...	2	0	0
New Ross, ...	Christian Schools, ...	8	0	0
Newry, ...	do., ...	8	0	0
Do., ...	St. Colman's College, ..	1	0	0
Omagh, ...	Omagh Academy, ...	1	0	0
Portarlington, ...	Christian Schools.	4	0	0
Queenstown, ...	Presentation College, ..	2	0	0
Rochestown, ...	Franciscan Capuchin College, ..	4	0	0
Roscrea, ...	Mount St. Joseph Abbey, ..	7	0	0
Sallins, ...	Clongowes Wood College, ..	21	0	0
Sligo, ...	Summerhill College, ..	6	0	0
Thurles, ...	Christian Schools, ...	9	0	0
Tipperary, ...	do., ...	8	0	0
Do., ...	Grammar School, .. .	2	0	0
Tralee, ...	Christian Schools, ...	8	0	0
Do., ...	Jeffers' Institute, ...	9	0	0
Tramore, ...	Christian Schools, ...	3	0	0
Tuam, ...	do., ...	11	0	0
Do., ...	St. Jarlath's College, ..	21	0	0
Tullow, ...	St. Patrick's Seminary, ..	2	0	0
Waterford, ...	Bishop Foy School, ..	3	0	0
Do., ...	Christian Brothers' College, ..	5	0	0
Do., ...	Christian Schools, ...	14	0	0
Westport, ...	do., ...	11	0	0
Wexford, ...	do., ...	16	0	0
Do., ...	St. Peter's College, ...	4	0	0
Youghal, ...	Christian Schools, ...	11	0	0
	Total, ...	1,288	0	0

List of Schools which participated in the Preparatory Grade Prize Fund in 1907, and the amount paid to each—*continued.*

GIRLS.

Town.	Name of School.	Amount paid.		
		£	s.	d.
Abbeyleix, ...	Brigidine Convent, ...	1	0	0
Arklow, ...	St. Mary's Intermediate School,	3	0	0
Athy, ...	Convent of Mercy, ...	5	0	0
Bagenalstown, ...	Presentation Convent, ..	2	0	0
Balbriggan, ...	Loreto Convent, ...	9	0	0
Ballymena, ...	Girls' Collegiate School ..	4	0	0
Bangor, ...	Glenlola School, ...	2	0	0
Do., ...	Ladies' Boarding and Day School, Duniris.	2	0	0
Belfast, ...	Brookvale Collegiate School, ..	1	0	0
Do., ...	Dominican Convent, ..	6	0	0
Do., ...	Methodist College, ...	10	0	0
Do., ...	Girls' Collegiate School, Mount Prospect, Lisburn-road.	4	0	0
Do., ...	Princess Gardens School, ..	4	0	0
Do., ...	Rosetta Girls' High School, ..	1	0	0
Do., ...	Victoria College, ...	10	0	0
Bray, ...	Belgrave School, ...	1	0	0
Do., ...	Loreto Convent, ...	4	0	0
Carlow, ...	Convent of Mercy, ...	3	0	0
Carrickfergus, ...	Ladies' Collegiate School, ..	5	0	0
Carrickmacross, ...	St. Louis' Convent, ...	16	0	0
Carrick-on-Suir, ...	Convent of Mercy, ...	1	0	0
Cashel, ...	Presentation Convent, ..	1	0	0
Celbridge, ...	Incorporated Society's School,	2	0	0
Clonmel, ...	Loreto Convent, ...	1	0	0
Coleraine, ...	Gordonville School, ..	1	0	0
Cookstown, ...	Ladies' School, ...	4	0	0
Cork, ...	High School, Sydney-place, ..	2	0	0
Do., ...	Rochelle Seminary, ..	10	0	0
Do., ...	St. Aloysius' School, St. Marie's of the Isle.	7	0	0
Do., ...	St. Vincent's Convent, ..	4	0	0
Do., ...	Ursuline Convent, Blackrock,	2	0	0
Do., ...	Ursuline High School, St. Angela's.	19	0	0
Dublin, ...	Alexandra School, ...	8	0	0
Do., ...	Bertrand Orphan Sch., Eccles-st.	2	0	0
Do., ...	Church Home School, ..	2	0	0
Do., ...	Dominican College, Eccles-street,	12	0	0
Do., ...	Diocesan School, Adelaide road,	6	0	0
Do., ...	Harrington College, ...	4	0	0
Do., ...	Kenmare College, Nth. George's-street.	3	0	0
Do., ...	Loreto Convent, Nth. Great George's-street.	4	0	0
Do., ...	Loreto College, Stephen's-green,	12	0	0
Do., ...	Rutland High School, ..	3	0	0
Do., ...	St. Margaret's Hall, ...	2	0	0
Do., Ballsbridge, ..	Masonic Female Orphan School,	6	0	0
Do., Blackrock, ..	Dominican Convent, Sion Hill,	5	0	0
Do., Castleknock, ..	Mercer's Endowed School, ..	2	0	0
Do., Dalkey, ...	Loreto Abbey, ...	3	0	0
Do., Kingstown, ..	Victoria School, ...	3	0	0
Do., Rathfarnham, ..	Loreto Abbey, ...	5	0	0
Do., Rathgar, ...	Norfolk College, ...	5	0	0
	Carried forward, ..	£234	0	0

List of Schools which participated in the Preparatory Grade Prize Fund in 1907, and the Amounts paid to each—*continued.*

GIRLS.

Town.	Name of School.	Amount paid		
		£	s.	d.
	Brought forward, ..	234	0	0
Dublin, Rathmines, ...	Loreto Convent, ...	5	0	0
Dundalk, ...	Convent of Mercy, ...	4	0	0
Do., ...	Ladies' School, ...	3	0	0
Dungannon, ...	Girls' School, ...	7	0	0
Do., ...	St. Patrick's Academy, ..	11	0	0
Ennis, ...	Convent of Mercy, ...	4	0	0
Enniscorthy, ...	Loreto Convent, ...	7	0	0
Enniskillen, ...	Collegiate School, ...	4	0	0
Fermoy, ...	Loreto Convent, ...	6	0	0
Galway, ...	Dominican Convent, Taylor's Hill.	2	0	0
Do., ...	High School, ...	3	0	0
Goresbridge, ...	Brigidine Convent, ...	2	0	0
Gorey, ...	Loreto Abbey, ...	8	0	0
Kilkenny, ...	Loreto Convent, ...	2	0	0
Killarney, ...	do., ...	8	0	0
Kiltimagh, ...	St. Louis' Convent, ...	6	0	0
Larne, ...	Intermediate School, ..	1	0	0
Limerick, ...	Laurel Hill Convent, ..	18	0	0
Do., ...	High School, Richmond House,	2	0	0
Do., ...	Villiers' Endowed School, ..	1	0	0
Lisburn, ...	Sacred Heart Convent, ..	5	0	0
Listowel, ...	Presentation Convent, ..	1	0	0
Londonderry, ...	Convent of Mercy, ...	11	0	0
Do., ...	St. Lurach's College, ..	2	0	0
Do., ...	Strand House School, ..	10	0	0
Do., ...	Victoria High School, ..	8	0	0
Do., ...	Waterside Ladies' School, ..	2	0	0
Lurgan, ...	Ladies' High School, ..	2	0	0
Macroom, ...	Convent of Mercy, ...	7	0	0
Monaghan, ...	St. Louis' Convent, ...	6	0	0
Mountrath, ...	Brigidine Convent, ...	3	0	0
Mullingar, ...	Loreto Convent, ...	4	0	0
Navan, ...	do., ...	12	0	0
Newcastle, ...	Clare Lodge School, ..	1	0	0
Newry, ...	Convent of Mercy, ...	4	0	0
Newtownards, ...	Ladies' School, ...	3	0	0
Newtownbarry, ...	St. Mary's Convent, ..	5	0	0
Omagh, ...	Loreto Convent, ...	5	0	0
Portadown, ...	Alexandra School, ...	2	0	0
Do., ...	Ladies' School, ...	3	0	0
Queenstown, ...	Convent of Mercy, ...	5	0	0
Roscommon, ...	Ranelagh School, ...	7	0	0
Skibbereen, ...	Ladies' School, ...	1	0	0
Sligo, ...	Ursuline Convent, ...	7	0	0
Swinford, ...	Convent of Mercy, ...	1	0	0
Thurles, ...	Ursuline Convent, ...	4	0	0
Tipperary, ...	St. Anne's Convent, ...	5	0	0
Tralee, ...	Presentation Convent, ..	5	0	0
	Carried forward, ..	469	0	0

List of Schools which participated in the Preparatory Grade Prize Fund in 1907, and the Amounts paid to each—*continued.*

GIRLS.

Town.	Name of School.	Amount paid. £	*s.*	*d.*
	Brought forward, ..	469	0	0
Tullow, ...	Brigidine Convent, ...	4	0	0
Waterford, ...	Bishop Foy Girls' High School,	5	0	0
Do., ...	Sacred Heart Convent, Ferrybank.	6	0	0
Do., ...	Ursuline Convent, ...	11	0	0
Wexford, ...	Loreto Convent, ...	5	0	0
Whitehead, ...	Mount Oregon School, ..	1	0	0
Youghal, ...	Loreto Day School, ...	1	0	0
	Total, ...	502	0	0

MIXED SCHOOLS.

		£	*s.*	*d.*
Ballyclare, ...	Intermediate School, ..	3	0	0
Ballymena, ...	Gracehill Academy, ...	2	0	0
Do., ...	The Academy, ...	16	0	0
Ballymoney, ...	Intermediate School, ..	5	0	0
Banbridge, ...	Academical Institution, ..	2	0	0
Do., ...	Excelsior Academy, ..	4	0	0
Bandon, ...	The Grammar School, ..	2	0	0
Do., ...	The Manse School, ...	1	0	0
Bangor, ...	Ladies' Collegiate School, ..	2	0	0
Belfast, ...	Mercantile College, ...	6	0	0
Do., ...	Royal Academy, ...	7	0	0
Boyle, ...	Academical Institution, ..	1	0	0
Carrickmacross, ...	The Grammar School, ..	4	0	0
Cavan, ...	Royal School, ...	1	0	0
Donegal, ...	The Manse School, ...	1	0	0
Dublin, Sandymount, ...	Academical Institution, ..	2	0	0
Holywood, ...	Upper Sullivan School, ..	9	0	0
Kilmihil, ...	Intermediate School, Lacken,	5	0	0
Do., ...	Kilmihil Intermediate School, ..	4	0	0
Lifford, ...	Prior Schools, ...	2	0	0
Limavady, ...	Collegiate School, ...	1	0	0
Do., ...	Roebank School, ...	2	0	0
Lisburn, ...	Intermediate School, ..	4	0	0
Do., ...	Ulster Provincial School, ..	2	0	0
Magherafelt, ...	Rainey School, ...	4	0	0
Manorhamilton, ...	Intermediate School, ..	1	0	0
Newry, ...	Intermediate School, ..	8	0	0
Raphoe, ...	Royal School, ...	4	0	0
Rathfriland, ...	Classical School, ...	2	0	0
Wexford, ...	The Tate School, ...	9	0	0
	Total, ...	116	0	0

Appendix IV.

LIST OF SCHOOLS WHICH PARTICIPATED IN THE BONUSES FOR MUSIC IN 1907.

BOYS.

Town.	School.	Orchestras.			Choirs.		
		£	*s.*	*d.*	£	*s.*	*d.*
Athlone, ...	Ranelagh School, ...	—			8	10	6
Ballaghadereen, ..	Diocesan College, ..	—			10	17	0
Ballina, ...	St. Muredach's College, ..	—			10	11	10
Ballinasloe, ..	St. Joseph's College, ..	—			13	3	6
Belfast, ...	St. Patrick's Christian Schools,	—			11	2	2
Carlow, ...	Christian Schools, ...	—			21	8	10
Carrick-on-Suir, ..	do., ...	—			9	16	4
Cashel, ...	Rockwell College, ..	13	19	0	31	0	0
Clonmel, ...	Christian Schools, St. Mary's,	—			10	1	6
Do., ...	do., (SS. Peter and Paul's).	—			18	1	8
Cork, ...	Christian Brothers' College, ..	—			45	19	8
Do., ...	Christian Schools, Our Lady's Mount.	—			64	11	8
Do., ...	Christian Schools, Sullivan's Quay.	—			36	13	8
Do., ...	Grammar School, ...	—			38	15	0
Do., ...	Presentation Brothers' College,	—			14	19	8
Drogheda, ..	Christian Schools, ...	—			29	9	0
Dublin, ...	Catholic Univ. School, Lower Leeson-street.	—			24	8	3
Do., ...	Christian Schools, James's-st..	—			51	13	4
Do., ...	do., North Brunswick-street.	—			21	19	2
Do., ...	O'Connell Schools, North Richmond-street.	—			63	0	8
Do., ...	Christian Schools, Synge-st.,	—			40	6	0
Do., ...	do., Westland-row,	—			31	15	6
Do., ...	St. Patrick's Cathedral Schools,	—			10	6	8
Do., Blackrock,	Blackrock College, ..	8	5	4	46	10	0
Do., Clontarf, ..	Christian Schools, Marino, ..	—			12	8	0
Do., Glasthule, ..	Presentation Brothers' College,	—			7	4	8
Do., Kingstown,	Christian Schools, ..	—			30	12	3
Do., Rathmines,	St. Mary's College, ..	—			20	3	0
Do., do., ..	Rathmines College, ..	—			18	19	9
Do., Terenure, ..	Carmelite College, ...	—			11	12	6
Dundalk, ..	Educational Institution, ..	—			10	1	6
Do., ...	St. Mary's College, ..	—			22	1	9
Dungarvan, ..	Christian Schools, ...	—			16	5	6
Ennis, ...	Christian Schools, ..	—			24	0	6
Enniskillen, ..	St. Michael's Intermed. School,	—			8	2	9
Ennistymon, ..	Christian Schools, ...	—			8	5	4
Fermoy, ..	do., ...	—			17	11	4
Do., ...	St. Colman's College, ..	—			9	6	0
Galway, ...	St. Joseph's Seminary, ..	—			7	9	10
	Carried forward. ..	22	4	4	889	6	3

APPENDIX IV.—*continued.*

LIST OF SCHOOLS WHICH PARTICIPATED IN THE BONUSES FOR MUSIC IN 1907.

BOYS.

Towns.	School.	Orchestras.	Choirs.
		£ s. d.	£ s. d.
	Brought forward, ..	22 4 4	889 6 3
Kells, ...	Christian Schools, ..	3 12 4	20 10 9
Kilkenny, ..	do., ...	—	20 18 6
Letterkenny, ..	St. Eunan's College, ..	—	5 3 4
Limerick, ..	Christian Schools, ...	—	43 0 3
Do., ...	Crescent College, ...	—	16 10 8
Do., ...	Mount St. Alphonsus, ..	—	10 6 8
Do., ...	St. Munchin's College, ..	—	23 12 9
Lismore, ..	Christian Brothers' Collegiate School.	—	15 10 0
Londonderry, ..	St. Columb's College, ..	3 12 4	13 19 0
Midleton, ..	Christian Schools, ...	—	18 12 0
Mitchelstown, ..	do., ...	—	9 11 2
Monaghan, ..	do., ...	—	6 4 0
Monasterevan, ..	do., ...	—	22 1 9
Mullingar, ..	do., ...	—	21 14 0
Naas, ...	do., ...	—	19 7 6
Nenagh, ...	do., ...	—	21 14 0
Newry, ...	do., ...	—	22 17 3
Omagh, ...	do., ...	—	19 7 6
Portarlington, ..	do., ...	—	20 3 0
Roscrea, ...	Mount St. Joseph's College, ..	—	9 11 2
Sligo, ...	Summerhill College, ..	—	25 3 9
Tipperary, ..	Christian Schools, ...	11 7 4	26 17 4
Tuam, ...	do., ...	—	16 13 3
Do., ...	St. Jarlath's College, ..	—	9 0 10
Waterford, ..	Christian Brothers' College, Waterpark.	—	16 10 8
Wexford, ...	St. Peter's College, ..	—	10 1 6
	TOTAL, ..	40 16 4	1,354 8 10

APPENDIX IV.—*continued.*

LIST OF SCHOOLS WHICH PARTICIPATED IN THE BONUSES FOR MUSIC IN 1907.

GIRLS

Town.	School.	Orchestras.			Choirs.		
		£	*s.*	*d.*	£	*s.*	*d.*
Abbeyleix, ..	Brigidine Convent, ..	—			10	17	0
Do., ...	The Seminary, ...	—			2	16	10
Arklow, ...	St. Mary's Intermediate School,	—			12	0	3
Balbriggan, ..	Loreto Convent, ...	11	7	4	21	14	0
Belfast, ...	Methodist College, ..	—			24	16	0
Do., ...	Princess Gardens School, ..	—			13	19	0
Bray, ...	Loreto Convent, ...	18	1	8	30	9	8
Carrickmacross, ..	St. Louis' Convent, ..	9	6	0	25	19	3
Cashel, ...	Presentation Convent, ..	—			7	7	3
Celbridge, ..	Incorporated Society's Girls' School.	—			25	16	8
Clonmel, ...	Loreto Convent, ...	—			7	17	0
Cookstown, ..	Ladies' School, ...	—			10	1	6
Cork, ...	High School, Sydney-place,	—			13	11	3
Do., ...	Rochelle Seminary, ..	—			23	5	0
Do., ...	St. Aloysius School, St. Marie's of the Isle.	—			39	15	8
Do., ...	St. Angela's College and High School.	—			25	19	3
Do., ...	St. Vincent's Convent Secondary School.	—			29	9	0
Do., Blackrock,	Ursuline Convent, ...	—			18	12	0
Dublin, ...	Alexandra College, ..	—			13	8	8
Do., ...	Bertrand Female Orphan School.	—			8	2	9
Do., ...	Church Home School, Clyde-road.	—			8	10	6
Do., ...	Diocesan School, Adelaide-road.	—			19	7	6
Do., ...	Dominican College, Eccles-street.	—			49	12	0
Do., ...	Harrington College, ..	—			10	1	6
Do., ...	Kenmare College, ...	—			11	12	6
Do., ...	Loreto College, Stephen's-green	10	17	0	21	14	0
Do., ...	Loreto Convent, North Great George's-street.	5	8	6	19	15	3
Do., ...	St. Margaret's Hall, Mespil-road.	—			6	11	9
Do., Blackrock,	Dominican Convent, Sion Hill,	10	6	8	34	12	4
Do., Castleknock,	Mercer's Endowed School, ..	—			16	10	8
Do., Chapelizod,	St. Joseph's Convent, Mount Sackville.	8	10	6	18	4	3
Do., Dalkey, ..	Loreto Abbey, ...	10	6	8	12	0	3
Do., Rathfarnham,	do., ...	38	15	0	35	2	8
Do., Rathmines,	Loreto Convent, Charleville-road.	5	16	3	13	11	3
Do., ...	Rathmines Ladies' College, ..	—			6	11	9
	Carried forward,	128	15	7	649	16	2

APPENDIX IV.—*continued.*

LIST OF SCHOOLS WHICH PARTICIPATED IN THE BONUSES FOR MUSIC IN 1907.

GIRLS.

Town.	School.	Orchestras. £ s. d.	Choirs. £ s. d.
	Brought forward,	128 15 7	649 16 2
Dundalk, ..	Convent of Mercy, ..	—	18 4 3
Dungannon, ..	Girls' Dept., Royal School,..	—	6 14 4
Enniscorthy, ..	Loreto Convent, ...	5 16 3	15 17 9
Enniskillen, ..	Collegiate School, ..	—	7 7 3
Ferbane, ..	St. Joseph's Convent, ..	—	13 11 3
Fermoy, ..	Loreto Convent, ...	8 2 9	27 7 8
Galway, ...	Dominican Convent, Taylor's Hill.	—	11 12 6
Do., ...	St. Rose's College, Taylor's Hill.	4 2 8	16 13 3
Goresbridge, ..	Brigidine Convent, ..	—	10 9 3
Gorey, ...	Loreto Abbey, ...	10 6 8	17 1 0
Kilkenny, ..	Loreto Convent, ...	8 18 3	18 4 3
Killarney, ..	do., ...	5 16 3	23 5 0
Kiltimagh, ..	St. Louis' Convent, ..	—	17 8 9
Limerick, ..	Laurel Hill Convent, ..	—	43 8 0
Lisburn, ...	Sacred Heart Convent, ..	6 4 0	18 1 8
Londonderry, ..	Convent of Mercy, ..	—	20 3 0
Do., ...	Strand House School, ..	2 11 8	40 6 0
Do., ...	Victoria High School, ..	4 5 3	56 16 8
Lurgan, ...	Ladies' High School, ..	—	5 3 4
Monaghan, ..	St. Louis' Convent, ..	10 9 3	36 3 4
Mullingar, ..	Loreto Convent, ...	7 15 0	25 6 4
Navan, ...	do., ...	11 12 6	36 13 8
Newry, ...	Convent of Mercy, ..	—	18 1 8
Omagh, ...	High School, ...	—	6 11 9
Do., ...	Loreto Convent, ...	—	8 10 6
Roscommon, ..	Ranelagh School, ...	—	6 19 6
Sligo, ...	Ursuline Convent, ..	11 17 8	35 13 0
Thurles, ..	do., ...	—	9 11 2
Tipperary, ..	St. Anne's Convent, ..	—	16 5 6
Tullow, ...	Brigidine Convent, ..	—	5 13 8
Waterford, ..	Sacred Heart Convent, Ferry-bank.	—	25 3 9
Do., ...	Ursuline Convent, ..	9 16 4	36 18 10
Wexford, ..	Loreto Convent, ...	13 8 8	36 13 8
	TOTAL, ..	249 18 9	1,341 17 8

MIXED SCHOOLS.

		£ s. d.	£ s. d.
Carrickmacross, ..	The Grammar School, ..	—	5 0 9
Dublin, Sandymount,	Academical Institution, ..	—	6 14 4
	Total, ..	—	11 15 1

Appendix V.

PRIZES AWARDED AT THE SPECIAL COMPETITION FOR CHOIRS AND ORCHESTRAS HELD IN DUBLIN ON THE 31st MAY and 1st JUNE, 1907.

CHOIRS (BOYS).

Town.	School.	Amount.
		£ s. d.
Dublin, ...	The O'Connell Schools, North Richmond street.	15 0 0
Do., ...	Christian Schools, James's street, ..	5 0 0
	Total, ...	20 0 0

ORCHESTRAS (BOYS).

		£ s. d.
Cashel, ...	Rockwell College, ...	10 0 0

CHOIRS (GIRLS).

		£ s. d.
Dublin, ...	Dominican College, Eccles street, ..	25 0 0
Do., Rathfarnham, ..	Loreto Abbey, ...	15 0 0
Do., Blackrock, ..	Dominican Convent, ...	15 0 0
Bray, ...	Loreto Convent, ...	10 0 0
Dublin, ...	Diocesan School, Adelaide road, ..	10 0 0
Do., ...	Loreto College, Stephen's-green, ..	5 0 0
Do., ...	Church Home School, ...	5 0 0
Balbriggan, ...	Loreto Convent, ...	5 0 0
Dublin, Rathmines, ..	do., ...	5 0 0
Do., ...	Kenmare College, ...	5 0 0
	Total, ...	100 0 0

ORCHESTRAS (GIRLS).

		£ s. d.
Dublin, Rathfarnham, ..	Loreto Abbey, ...	25 0 0
Do., Dalkey, ..	do., ...	20 0 0
Gorey, ...	do., ...	15 0 0
Bray, ...	Loreto Convent, ...	12 10 0
Dublin, ...	Loreto College, Stephen's-green, ..	12 10 0
Do., Blackrock, ..	Dominican Convent, Sion Hill, ..	10 0 0
Balbriggan, ...	Loreto Convent, ...	5 0 0
	Total, ...	100 0 0

Appendix VI.

The Burke Memorial Prizes.

A sum of money, subscribed in memory of the late Thomas Henry Burke, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18*s.* 11*d.* Consols):—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are, or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants, Rates or Taxes, other than members of the Naval or Military Services not being also in Civil employment.

III. The Prizes shall be awarded as follows:—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to have obtained the highest aggregate of Honour marks in the subjects in which he presented himself for examination; One Prize of £10 to the Boy whom, in the same Grade at such Examination, the Board shall adjudge to have obtained the next highest aggregate of Honour marks in the subjects in which he presented himself for examination; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates in the manner aforesaid, the Board shall adjudge to have obtained the highest aggregate of Honour marks in the subjects in which she presented herself for examination.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.

[Copy.]

No. 7756.

CHIEF SECRETARY'S OFFICE,

DUBLIN CASTLE,
15th April, 1908.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 10th instant forwarding, for submission to His Excellency the Lord Lieutenant, the Report of the Intermediate Education Board for Ireland for the year 1907.

I am,

Gentlemen,

Your obedient Servant,

(Signed), J. B. DOUGHERTY.

The Assistant Commissioners
of Intermediate Education,
1, Hume-street,
Dublin.

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APPENDIX

TO THE

SEVENTY-THIRD REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

SCHOOL YEAR 1906-7.

SECTION I.

General Reports on the State of National Education by Inspectors and others.

FOR EXTENDED TABLE OF CONTENTS, SEE INSIDE.

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SCHOOL YEAR 1906-7.

SECTION I.—GENERAL REPORTS on the STATE of NATIONAL EDUCATION in 1906-7 by INSPECTORS and OTHERS.

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The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they ay contain.

General Report on the Training Colleges.

Messrs. Purser and Hynes.

Owing to this General Report being required for the school year ended last June, instead of for the calendar year ended December, as was formerly the case, the period referred to in it covers two sessions. Nominally the college session ends on 31st August, but in reality terminates on 30th June, the annual recess coming on immediately after the examinations held in the first week of July.

A record of the last two sessions—1905-6 and 1906-7—is given here.

The following table shows the number of King's Scholars in each of the Training Colleges in September, 1905 :—

Number of Students in the several Training Colleges at the commencement of the Session in September, 1905.

Table A.

—	Men.				Women.			
	Certificated Teachers, One Year's Course.	King's Scholars for		Total.	Certificated Teachers, One Year's Course.	King's Scholars for		Total.
		2nd Year.	1st of Two Years.			2nd Year.	1st of Two Years.	
"Marlborough-st.,"	8	39	48	95	23	79	63 + 2 Externs.	165 + 2 Externs.
"St. Patrick's," ...	22	64	79	165	-	-	-	-
"Our Lady of Mercy,"	-	-	-	-	8	122	70	200
"Church of Ireland,"	1	13	14	28	6	44	42	92
"De La Salle," ...	4	71	74	149	-	-	-	-
"St. Mary's," ...	-	-	-	-	10	44	46	100
"Mary Immaculate,"	-	-	-	-	10	37	53	100
	35	187	215	437	57	326	274 + 2 Externs.	657 + 2 Externs.
	222				383			
There remained at end of the Session and presented themselves for the Annual Examination in July, 1906.	209		210	-	379		273	-
Of these there passed.	171		203	-	356		260	-

Messrs. Purser and Hynes.

The failures at the examination held at the close of this session were again above the average, due to the scarcity of well-qualified candidates for admission to the colleges in 1905. In some colleges all applicants who passed the King's Scholarship examination, even those who only scored a bare pass, had to be received in order to obtain the complement of students sanctioned.

We are glad to be able to report that this scarcity of suitable candidates, the result perhaps largely of undue depreciation of the value of the National teachers' position, is passing away; it will no doubt cease altogether when the improved scale of salaries for the earlier years of service, which the Commissioners have recommended as essential for the progress of the educational system in Ireland, has been sanctioned. The improvement is shown in the following tabular statement, giving the number of candidates, including monitors, Intermediate pupils, and under-graduates who presented themselves for the King's scholarship examinations at Easter, 1906 and 1907, and the general result of these examinations :—

—	Number Examined.	Number Passed in—			Eligible for Admission but not Classed.	Failed.
		1st Division.	2nd Division.	3rd Division.		
			MEN.			
1906, ...	522	117	139	86	19	161
1907, ...	674	156	186	132	26	174
			WOMEN.			
1906, ...	1,458	272	462	251	9	464
1907, ...	1,728	323	600	368	14	423

The students who pass at each examination are placed in three divisions. The minimum percentage of marks required for each division (or class) was in former years 70, 60 and 50, for 1st, 2nd, and 3rd, respectively, but during the period under review the percentage formerly laid down for 1^1, 1^2, and 2^2 under the classification system was adopted; hence the numbers which we give here cannot be contrasted closely with those for 1905. They indicate, however, sound progress and a satisfactory state of proficiency in the prescribed subjects.

Of King's scholars in their final year there were placed :—

—	Men.		Women.	
	1906.	1907.	1906.	1907.
In 1st Division, ...	19	74	47	128
In 2nd Division, ...	85	126	198	168
In 3rd Division, ...	67	22	111	34

and of those at the end of the first of the two years' course there were placed :— Messrs. Purser and Hynes

—	Men.		Women.	
	1906.	1907.	1906.	1907.
In 1st Division, ...	66	63	78	60
In 2nd Division, ...	98	114	146	189
In 3rd Division, ...	39	49	36	61

The following table (B), which gives the same information for the year 1906-7 as Table A. for the previous year, shows a marked improvement in the quality of the students in training and in the selection of candidates the authorities of the Training Colleges were enabled to make :—

Number of Students in the several Training Colleges at the commencement of the Session in September, 1906.

Table B.

—	Men.				Women.			
	Certificated Teachers. One Year's Course.	King's Scholars for 2nd Year.	King's Scholars for 1st of Two Years.	Total.	Certificated Teachers. One Year's Course.	King's Scholars for 2nd Year.	King's Scholars for 1st of Two Years.	Total.
"Marlborough-st.,"	7	47	51	105	30	58 + 2 Externs.	77 + 3 Externs.	165 + 5 Externs.
"St. Patrick's," ...	20	69	76	165	-	-	-	-
"Our Lady of Mercy,"	-	-	-	-	30 + 1 Extern.	67	103 + 3 Externs.	200 + 4 Externs.
"Church of Ireland,"	-	14	17	31	3	39	50	92
"De La Salle," ...	3	76	96*	175*	-	-	-	-
"St. Mary's," ...	-	-	-	-	12	43	45	100
"Mary Immaculate,"	-	-	-	-	4	51	45 + 1 Extern.	100 + 1 Extern.
	30	206	240*	476*	79 + 1 Extern.	258 + 2 Externs.	320 + 7 Externs.	657 + 10 Externs
	236				337 + 3 Externs.			
There remained at the end of the Session and presented themselves for the annual examination in July, 1907.	232		239	-	337		322	-
Of these there "passed."	222		226†	-	329		310†	-

* Includes 25 admitted in October.
† Exclusive of 5 students who were unable to complete their examination owing to illness (measles).

Messrs. Purser and Hynes.

The students in their final year who obtained the mark good or very good for their teaching numbered 67; in 1907 the corresponding number was 86.

No material change has been made in the system of training pursued in the colleges.

In addition to the Professors' lectures which the students attend, they are required to spend a considerable portion of time in the Practising school, observing methods and teaching pupils, under proper supervision. Criticism lessons are also given by the King's scholars in all the colleges.

It has been proposed that the colleges should undertake the examination of the students at the end of their first year of training—a proposal that has much to recommend it.

The organizers and examiners in special subjects have reported favourably of the work done in these subjects in the colleges.

Most of the King's scholars when they have completed their training readily find employment in Ireland, but some go to England. This is rather objectionable now that the grant for so many students (75-100) is paid out of the Development Grant.

"Marlborough-street" Training College.

We have no material change to report in the case of this college.

Though the full number of well-qualified women (165) for which the college is licensed can easily be obtained, the number of men candidates still falls below the college requirements. To fill the 130 places, only 95 men were to be had in 1905-6, but last session showed some improvement in this respect, as 105 men candidates qualified for admission.

On the whole, the health of the students was satisfactory during the two sessions, though some of the women students, especially in the winter months, find it trying to live in such confined quarters. Their town residence does not correspond with modern requirements, and only that they have in turn the benefit of living outside the city for a few weeks, many additional cases of sickness would have to be reported.

The magnificent new building for the men King's scholars is now approaching completion, and should be of great advantage to the college. It promises to be one of the finest Training college residences in the United Kingdom.

The buildings and lecture-rooms at Marlborough-street are maintained in a satisfactory condition, but the class-rooms belonging to the Practising schools have not been remodelled so far, and still retain the defects pointed out in our last report. Every effort, however, is made to minimise the disadvantages we have referred to, and the diminished number of failures in the practice of teaching shows that these efforts have been successful to a considerable extent. Progress continues to be made.

The staff of professors and teachers has not undergone any change. Messrs. Purser and Hynes.

Our annual inspection was held in the first week of June, when we had the pleasure of meeting and conferring with the principals and professors.

"St. Patrick's" Training College, Drumcondra.

This college has been hitherto able to maintain its full complement of students, and began both sessions with 165 men. A few dropped off during the year from one cause or another, chiefly illness, but, on the whole, the health of the students was very good.

The College buildings are maintained in a thoroughly satisfactory condition, and afford the students a model of tastefulness which must in itself be of educational value to them.

The college authorities have had, in common with the world of Science, to deplore the loss of Monsignor Molloy, who was connected with the college from the earliest times.

With this exception the staff of professors continues practically the same as when we last reported on this establishment. The work of the professors has been always fairly successful in spite of the somewhat inferior class of students that had to be admitted, and the last session has shown a marked improvement. A weakness was, however, still apparent to some extent, especially in the art of teaching, but this should be easily remedied now that the college is provided with one of the best equipped Practising schools in the country. The excellence of the plan of these new schoolrooms, the satisfactory manner in which the building has been carried out, and the expedition with which the work was completed, without materially interfering with the instruction of the pupils, deserve special commendation.

"Our Lady of Mercy" Training College, Blackrock.

In our last report we referred to the excellence of the accommodation. The house and premises are admirably kept. Their comfort and perfect sanitation conduce much to the health of the students, and the value of the training is greatly enhanced by the taste, cleanliness, and orderly arrangement everywhere displayed.

The staff has been modified to some extent since the addition of 44 students to the original licensed number. Mr. M. Conran, Professor of Mathematics, resigned last year to take up work elsewhere. Mr. E. de Valera, B.A. (Honours), R.U.I., was appointed his successor. Miss Phelan, who had acted as Professor of Method from the date of the opening of the college, retired in 1906, after 24 years earnest and faithful work. She was succeeded by Miss B. Murphy, who resigned

Messrs. Purser and Hynes.

at the end of her first session, as she found herself unable to cope with the training of so large a number of students (200). She was in turn succeeded by the present Professor of Method—Miss Connal—who gives promise of raising the standard of work done in the college, but evidently needs the help of an assistant. The authorities of the college, with whom we conferred after the annual inspection in May, have promised to give this matter careful consideration before the opening of the new session.

Though the teaching ability shown by the students whom we examined left something to be desired, we are satisfied that good progress has been made. More originality of treatment was shown, but the method chosen was not always correct.

As regards the July examination the college maintained its high record of success.

Two additional rooms have been built so as to increase the class-room accommodation of the Practising school, which should, in future, prove more useful for training purposes.

We are glad to be able to report that the health of the students was good throughout the session, and we willingly bear testimony to the great care and attention given to this matter by the Sisters in charge of the students.

As usual the Principal, Vice-Principal, and the whole college staff attended during at least part of the inspection, which extended over more than a week.

"Church of Ireland" Training College, Kildare-place, Dublin.

The improvements in the buildings referred to in our last report have now been completed, and the women students will in future have a residence house of much greater comfort than they had some years ago. The men's quarters are, on the whole, good and fairly suitable, though not so comfortable as the women's residence.

No material change has been made in the Practising schools, but the furniture has been re-arranged so as to diminish to some extent the objections to having several classes taught in the same room.

As in the Commissioners' own college, so here it has been found difficult or, rather, impossible, to keep up the full supply of men students for which the college is licensed, and though this year shows some improvement in that respect, the deficiency is far from being made up. To supplement this number permission was granted to increase the number of women students. As in most parts of Ireland outside the larger towns, schools under Protestant teachers are small, and, as the Commissioners' Rules encourage the placing of such small schools under women rather than under men, it is

not likely that too many Protestant mistresses will be trained, but there is no doubt that there is a decided scarcity of masters, and that managers often find it difficult to fill vacancies. Messrs. Purser and Hynes.

There is no change in the staff of professors to record.

The students showed considerable merit in teaching lessons before us and the inspectors who assisted us. This is the more meritorious as so large a proportion were mere pupils, and had no previous experience of teaching. The improvement effected in the second year of training is very noticeable.

The answering of the students at the July examinations was good, especially on the part of the women. An outbreak of measles during the examination week resulted in a number of students being unable to complete the examination. Except for this, the health of the students was good throughout the session.

Shakespeare's "Midsummer Night's Dream" was well represented before an appreciative audience during the last session under the able management of Miss Lloyd Evans.

The Principal and staff were present during the annual inspection.

"De La Salle" Training College, Waterford.

It gives us much satisfaction to report a decided improvement in this college, which encourages us to hope for still greater efficiency in future years.

The house and premises as well as the practising schools are suitable and are maintained in a satisfactory condition. As stated above, a new Criticism Hall has been erected, and promises to be a very serviceable addition to the college.

In consequence of the improvement shown in the Training work of the college during the Session 1905-6, permission was given to increase last session the number of students by 25, bringing the total to 175. The change rendered necessary some important modifications in the staff of the college. These consisted in putting English under the care of the Vice-Principal; giving the Professors of Mathematics and of Elementary Science an assistant each; giving the Professor of Method the help of a second Brother of the De La Salle Order, so that now two or three teachers look after and assist the students while they are engaged in the Practising schools. To this more efficient supervision may be largely attributed the better results which have been produced in Practice of Teaching. The improvement to which we refer naturally was more noticeable in the lessons taught by the Juniors than in those taught by the Seniors. While we gladly record the progress made, we recognise that much still remains to be done before a really satisfactory standard of work will be attained.

The failures at the July examination were still very numerous in 1906, but show a considerable decline this year.

Messrs. Purser and Hynes.

On the whole the result gives evidence of careful work, during the last session especially. Blackboard drawing and drill continue to be taught with marked success.

The health record for both sessions was satisfactory.

The Principal was present during a considerable portion of our inspection, which was held in the latter half of June. The College staff also attended during part of the time.

"St. Marys" Training College, Belfast.

The college buildings and equipment leave little to be desired. As a training institution we can only repeat our previous judgment as to the thoroughness of its impress for good on the students that pass through it. The general health of the King's scholars during the last two sessions has been good.

The Practising schools are not as suitable as could be wished, but the best use is made of them, and the result judged by the teaching of the students and by their skill in organization is of high merit.

Considerable additions have been made to the library. The King's scholars are encouraged to practise general reading and not to confine their study to the books required for the examinations. This has not interfered in any way with their success at the annual written tests, at which, as usual, the students of this college acquitted themselves with more than average merit. Much of this success is due to the zeal and earnestness of the staff and to the healthy tone that pervades the college.

We regret to have to record the resignation of Miss Lenihan, Professor of Mathematics, owing to ill-health. She has been succeeded by Miss Cecilia Ryan, B.A., R.U.I. No other change has occurred in the professorial staff.

"Mary Immaculate" Training College, Limerick.

The house and premises are in a thoroughly satisfactory condition. They are kept with that scrupulous regard for order and cleanliness which is characteristic of most Irish Conventual establishments, and which in itself is educationally so useful to the young persons coming here to be trained. Some minor improvements (new music rooms, etc.) have been effected, but as yet it has not been found possible to provide special Practising schools on the college grounds. At present the students practise the art of teaching in two neighbouring schools which are under the care of the same order of nuns as conduct the Training College.

Miss Mehigan, who had acted as Professor of Method with considerable ability from the opening of the college, resigned on the occasion of her marriage, and was succeeded by Miss M.

Messrs. Purser and Hynes.

Murphy, B.A., at the beginning of the period to which this report refers. Miss Murphy has brought much originality and marked earnestness to bear on the general work of training with very remarkable success. Every student that taught before us gave clear evidence of the Professor's educative influence. All our colleagues who assisted us in the inspection of the colleges agreed that excellent progress had been made and that "Mary Immaculate" was second to none. The selection of subjects for the test lessons was more varied and suitable than in former years.

The college authorities were present during the greater part of the inspection.

* "The Presentation Brothers," Cork.

Three one-year students were presented for examination during the session 1905-6. Their training was fairly successful, though somewhat impeded by the illness of the Brother who usually directed their studies and superintended their work in the Practising school.

An application was made and sanctioned to change their place of residence from Mount Saint Joseph to Douglas-street, which was more convenient for the students and professors, and where suitable accommodation was available for them.

No students were in residence last session—1906-7—but we believe the work will be resumed this autumn with a fair number of both one-year and two-year students.

This training institution receives no grants from the Commissioners.

* "Marist Brothers," Dumfries.

Mr. Purser visited the establishment of these Brothers last spring, and was able to speak highly of the work done there, but he had to report that this work was rather preparatory and that the students left the institution at the minimum age fixed for the admission to Irish Training Colleges, and that, though the students had subsequently to spend a probationary period teaching in Primary Schools under careful supervision, the training differed essentially from that received in our colleges.

A. PURSER,
J. J. HYNES,

Chief Inspectors.

2nd October, 1907.

* This College does not receive any grants from the Commissioners of National Education.

CORK,

6th July, 1907.

Dr. T. J. ALEXANDER.

GENTLEMEN,

In compliance with your instructions I beg to forward the following General Report on the schools in Cork (No. 1) Circuit for the school year ended 30th ulto.

Considerable changes have been made in the boundaries of the circuit since my last Report. The circuit now includes the eastern portion of the County Cork, and portions of the Counties of Limerick, Tipperary, and Waterford. The urban population is relatively small; the majority of the people are engaged in rural occupations.

School accommodation.

The distribution of the schools corresponds very fairly with the educational needs of the population, and the number which could be closed without inflicting a certain amount of hardship is not large. I am not taking into consideration those cases in which denominational, rather than educational, considerations are operative. In the view of the founders of the system such schools would have been regarded as unnecessary. They have apparently "come to stay," and any discussion as to the wisdom of maintaining them must be regarded as purely academical. Steps are being taken to have schools provided in three localities which at present have none. Over-crowding exists for a portion of the year at least in some 40 schools—that is, one out of every ten schools in the circuit.

In many of the schools an increase in the amount of desk accommodation would add to the effectiveness of the teacher's efforts. In a school under one teacher there is manifest waste of power if all the pupils cannot be seated at the same time for at least some of the lessons. In many cases, too, the desks are of an antiquated and unsuitable pattern, and when new schools are being equipped the requirements of the younger pupils are not always kept in view.

There is no settled provision for the supply of needed maps, blackboards, etc.; hence when the equipment granted in the first instance by the Board has been worn out, there is no fund available to meet the cost of renewal.

While the number of first-class buildings planned and equipped in accordance with modern ideas is not very large, a fair proportion of the school-houses may be described as reasonably good. In some forty cases, however, new houses are urgently needed. The existing buildings cannot be structurally improved so as to render them suitable. The absence of classrooms in schools with more than one teacher is another defect of which there are a good many instances, and in other cases the existing classrooms are too small.

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In this connexion, however, Mr. Gloster points out that :—

"By a suitable system of organisation teachers can do much to neutralise the disadvantages of a single room. SS. Peter and Paul's Girls' N. School is a case in point. This school with accommodation for 138 pupils in its one room and with an average attendance of 155.7 pupils, has a staff of four teachers and two monitors. The classification mark awarded at the last and preceding annual inspections was 'Excellent,' and the proficiency in Reading and Singing, subjects which one would expect to suffer most from overcrowding and the absence of class-rooms, was exceptionally high."

If character is partly the result of environment the immense importance of surrounding the child with educative influences of the best sort needs not to be dwelt on. To sow the seed of a "divine discontent" with the sordid grayness of the domestic surroundings of so many of our Irish children should be one of the leading objects of our schools. A clean, airy, and bright schoolroom with tastefully kept premises would give a child a glimpse of better things, and might easily inspire him with a healthy ambition that would have its due effect upon his future. This important function is very inadequately filled by many of the schools, though I willingly admit that there has been a considerable improvement in this respect in recent years.

Dealing with this matter Mr. Lynam reports that :—

"The school floor is generally swept every day, but—with some few notable exceptions—little taste is shown. However, in this respect matters are by no means so bad as they were before the abolition of the Results System. It is extremely rare to find the playground used for any educational purpose, either for the cultivation of the artistic taste of the children, or of their horticultural knowledge, or even for the discipline arising from well-directed games. An exception to this rule is to be found at the Upper Glanmire School, where a large number of plots are devoted to horticulture, attended to by the pupils, under the skilful supervision of the Principal, Mr. Deely.

"Window gardens have become quite usual, but the teachers seem to prefer attending to them themselves rather than giving them into the charge of the children. The latter would be educationally a far better practice."

Mr. Gloster reports that :—

"The washing of the floors is a comparatively rare event in many schools; in some it is never done; in others twice or perhaps four times a year. The boards acquire a dingy, clayey appearance."

Apart, however, from this question of the washing of the floors he is of opinion that more attention is paid to neatness and cleanliness than was formerly the case. He justly points out that the unsightliness of the average Irish farmhouse and its surroundings shows a lack of taste amongst the people as a whole and justifies the adoption of systematic steps for its development in the rising generation.

If the schools were supplied with libraries and museums, their educational efficiency would be greatly promoted. I regret to say that relatively few of them are provided with these valuable aids to progress.

Dr. T. J. Alexander.

The heating of the schoolrooms is usually attended to, but the contributions of the parents have frequently to be supplemented by the teacher out of his own pocket.

With few exceptions, the schools are provided with sanitary accommodation. The offices are, however, as a rule, faulty in construction, and are not always suitably placed. They are very difficult to clean, and it is not easy to dispose of their contents. It is hard, too, to get a person who is willing to undertake the unpleasant duty of cleaning them. What adds to the complexity of the matter is the fact that "flushing" can only be resorted to in comparatively few instances. The whole question of out-office accommodation is one that urgently needs reconsideration. Regular lavatories are found in few schools, but some facilities for personal cleanliness are pretty generally provided.

Very little provision has as yet been made for physical culture. In some schools staves are provided for bar exercises, and in the larger Convent schools dumb-bells, bar-bells, etc., are available. The provision of a horizontal bar—or still better, parallel bars—permanently erected in the playground would be a valuable addition to the resources of the schools.

Teachers.

The teachers, as a body, merit the highest praise for their work. Amidst many discouragements and difficulties they discharge their duties with the most praiseworthy zeal and devotedness. They have spared no efforts to enter into the spirit of the great and beneficial change which was effected in the year 1900, and have given their most cordial co-operation towards its realisation. They lose no opportunity of enlarging their educational outlook, and of thoroughly fitting themselves for the effective discharge of the important and responsible duties of their position. How important is this position has been well expressed by a recent writer in the following terms :—

"Alone among professions, education calls simultaneously for scientific thought and for moral devotion, and may therefore be expected to attract to itself both the scientific experimenter and the reforming enthusiast. The enfranchised eye sees an imperial and unique spaciousness about this profession. Medicine demands science; the Church demands devotion; Education will demand both. . . . The difference between the good and the bad schoolmaster is far greater, both in itself and in the immensity of its consequences, than between the good and the bad in any other profession. A schoolmaster can revolutionise a town in twenty years; Gerard did this at Friburg."

Mr. Lynam finds that :—

"The great majority of the teachers are earnest, industrious, and anxious to learn," and that, "they have made what must be described as very successful efforts to teach the new subjects introduced in 1900."

Mr. Gloster speaks in equally laudatory terms of the great majority of his teachers. He says : — Dr. T. J. Alexander.

"The teachers, as a body, take their profession very seriously; earnest, sustained effort is the rule, slackness and perfunctoriness in the discharge of duty, the exception. There is a larger proportion in this section than in any other with which I am personally acquainted, of able, energetic men and women with a natural aptitude for and love of their profession. Many of them are students, and display in their teaching that readiness, resourcefulness, and aptness of illustration which are evidences of a full mind."

The number of teachers who, for one reason or another, are not successful is small; in most cases incapacity rather than neglect is the chief contributing cause.

Before closing this part of my report I think it right to state that there is much discontent amongst the teachers—especially the younger members of the profession—with their present remuneration and future prospects. Justice and expediency alike demand that there should be no well founded cause of complaint in these respects. Give a man a future, and you get out of him the best that is in him : deprive him of this incentive to effort and you make him a *fainéant*. The recent promise of the Chief Secretary to meet the teachers "with full hands" justifies the confident belief that the principle that "the labourer is worthy of his hire" will soon be fully recognised.

The general tendency towards decline in school attendance prevailing for many years past would appear to have diminished, if it has not ceased. There is no improvement to record in its regularity. Mr. Lynam points out that :— Attendance.

"The average child is absent one day out of every three and loses most of the value of one of the two days' attendance by not knowing what is going on in the school."

Parental apathy is mainly responsible for this very unsatisfactory state of things. The Law has no terrors for the people who live in the localities to which the Compulsory Attendance Act applies, for it has been so loosely drawn, and affords so many loopholes of escape, that the most active committee is almost powerless. The Act should be made far more stringent, and extended to the whole country. On the other hand, Mr. Gloster draws attention to the case of the Ballyheaffy schools (near Kilworth) in this connexion as showing what is possible of accomplishment when earnest effort is put forth. These schools, he states, are situated in a remote mountain valley, the population of which consists of small farmers of the class likely to require the services of their children at farm operations in certain seasons. Yet, the percentage of attendance to the number on rolls reached 87 in each school.

The eyesight of the children attending the schools is as a rule remarkably good. Very few instances of defective vision came under the notice of myself or of my colleagues.

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Epidemics of "Mumps," Measles, Whooping Cough, &c., prevail occasionally, but otherwise the general health of the pupils is good. As a rule they begin to attend school at an early age, and leave at ages varying from 13 to 17 years.

Proficiency

The intellectual advance in the schools since the introduction of the New System has been of the most marked and gratifying character. On this point there cannot be the shadow of a doubt. During the results period it was very exceptional to find pupils possessed of any intelligent knowledge of the subject matter of the reading lesson, for example; it is now far more exceptional to find them backward in this respect. Appeals to their reasoning powers usually meet with a due response, and the power of oral expression is a very general possession. The truth that the method by which knowledge is acquired rather than knowledge itself gives—or evokes—power, is being gradually realised in our schools. Teachers are recognising to an increasing extent that the mind of a child is not a mere tank into which knowledge is to be poured, but that it is an expanding organism with the laws of whose growth they must be acquainted if they are to guide its development aright. Mr. Lynam reports that:—

"The general intelligence and smartness of the children in all standards has much increased. The improvement in this respect has been apparent every year since the abolition of the Results Examinations, and it will no doubt continue."

Mr. Gloster's experience is similar. He finds that:—

"The instruction now given aims at developing the intelligence of the children, and that there is much more independent thought and an increased power of dealing with unfamiliar problems amongst the pupils than was the case formerly."

Infants.

In fully organised infants' schools and departments the methods of teaching followed are usually satisfactory. Formal instruction is not commenced at too early an age, and the training imparted to the children is characterised by greater freedom and spontaneity.

Infants attending schools under two or more teachers usually receive effective instruction in the course laid down in the Board's Programme. Kindergarten "Occupations" are not always practised, and the drill exercises are sometimes unsuitable. Audibility and distinctness of utterance is not always insisted on.

The special educational wants of infants can only be very imperfectly provided for in schools under one teacher. It is obviously impossible for the master to devote the necessary time and attention to their training and instruction; hence they must, of necessity, be left from time to time in charge of older children. The difficulty could be met in a considerable number of cases by the appointment of a Junior Assistant Mistress. In others, a remedy would be found by an amalgamation of schools on the lines suggested in a later part of this report.

Reading is not merely "heard" now; it is *taught*. The improvement in this branch is relatively greater than in any other. Distinct, tasteful reading is now quite common; the monotonous mumble that passed current for reading a few years ago, has been, to a large extent, banished. I must remark, however, that distinctness of utterance in oral answering is not always as carefully cultivated as is desirable. In this connexion Mr. Gloster points out that:— Dr. T. J Alexander. Reading.

"Some formal teaching of phonetics would seem to be desirable—systematic training in the proper methods of using the various organs of speech for the production of the sounds of the language."

Purely mechanical reading, unaccompanied by any intelligent grasp of the meaning of what is read—so prevalent a few years ago—is now rarely met with. In the best schools the coordination of reading lessons with exercises in composition are carried out with excellent results.

History and Story Readers in addition to Literary Readers, are in general use. A suitable school History is still a desideratum. In the books available, the subject is treated in too "scrappy" and disconnected a fashion; hence pupils leave school without acquiring anything like an adequate knowledge of the leading events of Irish and British History—their sequence and relative importance. The addition of a History Syllabus to the "Notes" would be of great assistance in guiding the teachers in the selection of material for their lessons on the subject.

The proficiency in Spelling is, on the whole, satisfactory. There is a tendency on the part of some teachers to neglect "Dictation." This is to be regretted, as the exercise is of real value in securing progress in the subject if properly utilised. Spelling.

The results achieved in Writing reach a very fair standard. The blackboard is very generally used—though not always with discrimination—in giving instruction in the subject to the junior standards. Writing.

Composition continues to improve, though rather slowly. A due proportion of the school time is usually given to it. The chief hindrance to progress is the lack of systematic teaching. Instruction in the subject is too often of a haphazard character, and is not carefully developed on well thought out lines. Composition

I can, I think, say with confidence, that the "cramming" system of teaching Arithmetic so prevalent in former years, has almost entirely disappeared from our schools. From the very beginning the teacher endeavours to place the child in intellectual touch with the processes employed, so that he may fully master their practical application. Mr. Lynam ex- Arithmetic.

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presses satisfaction with the progress in the subject. He says :—

"In testing their proficiency in Arithmetic, I very often put questions on "Rules" which I know they have not studied, and find them very apt to learn and apply new ideas. This is, after all, the best test of the development of intelligence. In Results times they were invariably wholly incapable of grasping a new idea in the time I could afford them, although they were probably better prepared than now to 'answer' questions for which they had been prepared."

Mr. Gloster reports that :—

"The pupils show increased facility in dealing with questions of a type not referable to any stereotyped model, but requiring the exercise of a little independent thought. One does," he adds, "not infrequently meet with cases in which a 'sum' not really difficult but wanting, as it were, a label defining its category, proves a hopeless stumbling block, but such cases grow rarer."

Mental Arithmetic receives a fair share of attention, but it is not always taught with a definite object in view and hence loses in effect.

It is to be regretted that the schools are not more generally equipped with apparatus for practical work in connexion with weighing, measuring, changing money, etc.

Grammar

Analysis is taught in all schools and, within certain limits, with a very fair measure of success. The different parts of a simple sentence are readily and intelligently recognised, and compound and complex sentences of a fairly easy type can be distinguished without difficulty.

Geography.

The principles underlying the syllabus in Geography contained in the "Notes for Teachers," are not yet grasped by all. In too many cases instruction in the subject is commenced with the map of the World. The preliminary work indicated in the "Notes," which must be carefully gone through if a sound foundation is to be laid, is too often ignored. The necessity of humanising the subject, and treating it on lines of living interest is not yet fully recognised. In a certain proportion of schools nothing is attempted beyond bare topographical details. I quite agree with Mr. Gloster when he says that :—

"For the effective teaching of the subject—teaching that will arouse the interest and stimulate the imagination of the pupils—more careful preparation is perhaps necessary on the part of the teacher than in any other branch of the Programme except possibly Elementary Science and Object Lessons."

Signs of improvement are not wanting, however, and I have every confidence that I shall be able in the near future to report further solid progress.

Vocal music.

Vocal music is now very generally taught. Every teacher who has any musical capacity takes it up. Very valuable work

is done in a considerable number of schools, and in others the proficiency rarely falls below a respectable standard. Progress would be materially helped if the services of the Organisers who were at work until recently were still available. Dr. T. J. Alexander.

Drawing now forms a portion of the curriculum in every school. It is not always taught with conspicuous success, but there is no doubt that much useful work is being done. Instruction is mainly confined to freehand drawing; in the larger schools geometrical drawing is also taught. Skill in Design has been but slightly developed. Mr. Gloster makes the suggestion—and it is an excellent one—that drawing might be more generally practised in connection with object lessons. He points out that :— Drawing.

"Line drawing of familiar objects, leaves, flowers, etc., seem to interest children more than the ordinary conventional patterns."

Except in the Convent and a few other large schools the teaching of Kindergarten proper is not attempted. The results achieved in "Hand and Eye Training" are of little value. The system was admirably adapted for its purpose, and would have produced excellent results had it been intelligently and sympathetically carried out. The principles underlying it were imperfectly grasped, and hence—as carried out in the schools—it has degenerated into a lifeless mechanical routine. Kindergarten, &c.

Object lessons more than any other require the most careful preparation on the part of the teacher, and demand the exercise of his greatest skill. These lessons, as in consequence might be expected, are amongst the least successful in the majority of our schools. They are given by many teachers rather in obedience to authority than from any conviction of their educational value. It is not common to find well considered courses of lessons in connected series drawn up at the commencement of the school year. Too much reliance is placed on books, and the importance of obtaining the greater part of the materials for a lesson at *first hand* is not sufficiently recognised. Elementary Science and Object lessons.

A considerable proportion of the schools remain unprovided with scientific apparatus, as the teachers of these schools have not received any training in science. Where the subject is taught, the pupils usually display a fair degree of deftness in handling apparatus—particularly the balance—and exhibit note books, as a rule carefully written, in which the details and results of experiments are methodically set forth. When their powers of reasoning are tested, however, it is often apparent that the connexion between the premises and the conclusion is not grasped. The practice of making elaborate drawings of apparatus used in any experiment reduces considerably the time available for science teaching. The views expressed in the following extract are, I think, sound :—

"The real reason why a drawing should be made in a laboratory note-book is, that it serves to record the exact way in which the apparatus was arranged, and the kind of apparatus that was used. These

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are the two points that a drawing should bring out clearly, so that if at any future time, the same kind of apparatus is required, the method of setting it up can be quickly seen. Surely a drawing, correct in perspective, proportion, and form, is not required for this purpose. Time spent in the laboratory in producing elaborately accurate drawings is wasted. So long as the drawing gives a clear idea of the apparatus to those who are accustomed to deal with it, all that can be rationally demanded has been done."

Needlework.

The proficiency in sewing sometimes reaches a high standard of merit, but in the generality of schools it ranks from "Fair" to "Good." Class instruction in the subject is not as general as it ought to be. The making of garments is not neglected.

Cookery.

Cookery is as yet taught in relatively few schools. This is to be regretted. Wherever it has been introduced it has become immediately popular, and effects much good. No difficulty whatever is experienced in providing materials. The initial expense of a stove, etc., is the only obstacle to the wider introduction of this important branch.

Drill.

A useful course in Drill is taught in almost all schools.

Promotions.

Promotions are now made regularly each year. Too often, I fear, they are made *en masse* and without due discrimination. Mr Lynam finds that :—

"Promotion has become largely an annual and mechanical affair without regard to individual fitness,"

and Mr. Gloster reports that :—

"On the whole teachers usually act judiciously in this matter, but regard on their part for the sensibilities of the pupils or the parents sometimes leads to premature promotion."

Classification.

Owing to irregularity of attendance, and the promotion from time to time of unfit pupils, the classification is sometimes defective. The consequent inequality in the proficiency of the pupils in the same standard hinders progress.

Organisation

The new scheme of organisation for small schools, whereby standards are grouped together for collective instruction, has been almost universally adopted in schools with less than three teachers—and with the happiest results. It has worked well in all subjects, except arithmetic, and has led to considerably increased efficiency in the teaching power. Greater advantages even would have been obtained from it were it not that teachers did not always distinguish clearly between the standards forming a group, and omitted promotion and depression between the standards during the school year. Mr. Lynam is of opinion that :—

"The comparative failure of the Grouping Scheme when applied to Arithmetic is to be ascribed solely to a wrong idea as to what constitutes progress in Arithmetical Knowledge existing in the minds of

nearly all teachers. They test progress in Arithmetic by the rate of advance through the rules, instead of by increase of power in dealing with numbers. New rules may be learned by pupils in a very short time. The power of applying them requires long and careful practice to acquire. A third standard pupil beginning his year can learn all his own and the fourth standard rules in six months—as the Progress Records of many schools will show—but it will take him two years of well directed practice to acquire the power of applying these rules in all cases where they are applicable. In the right conducting of Practice Lessons in Arithmetic lies the solution of the difficulty of combining standards in Arithmetic." Dr. T. J Alexander.

The monitors and pupil teachers are usually well prepared in the prescribed course of instruction. "Criticism Lessons" are regularly carried on to the great benefit of both teachers and monitors. The critical faculty of the former is developed and his ideas clarified by the necessity of expressing them in precise and definite language—while the latter gradually acquire the power of teaching with some show of correctness in method, and with the increased confidence arising from a consciousness of correctness. Monitors and Pupil Teachers.

Irish is taught in a large number of schools. The classes in this branch were examined by specially appointed Inspectors. French is taken up in less than half a dozen schools. Optional and extra branches.

In compliance with the rule of the Board on the point, algebra, or geometry and mensuration, is now taught in all schools in charge of two or more teachers. Instruction in these subjects is not yet touched with the "modern spirit." Algebra is usually begun in the traditional manner, and is not treated as generalised arithmetic. Due prominence is not given to the two aspects of geometrical study—the inductive and the deductive. It is in the latter aspect, only, that it is treated. Mathematics.

There were only five Evening schools in operation—two urban and three rural. All did useful educational work—particularly that in charge of the Sisters in St. Vincent's Convent, a well established and valuable institution much needed in the locality. Evening schools.

In bringing this report to a close I desire to emphasise the fact that our schools are doing much valuable work, and are affording a good literary and moral training to the pupils who attend them. Their usefulness would be greatly increased if the following improvements in our educational machinery could be effected :—

(*a*). The adoption of steps to secure more regular attendance on the part of the pupils.

(*b*). An improvement in the conditions of service of the teachers so as to attract the best material to the ranks of the profession.

(*c*). The development of the industrial training of the pupils.

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(*d*). The provision of what may be called a "School Equipment Fund."

(*e*). The adoption of some plan by which the number of classes in "one teacher schools" could be reduced. At present, the teacher of such a school usually has seven standards (counting the infants separately) under his charge, and his neighbour in the girls' school the same number. It would be quite feasible to reduce the total of fourteen standards to seven and thus at once double the efficiency of the two teachers. As an example of what I mean I shall take an actual case. The master teaches drill to the senior boys and girls, while the mistress gives instruction to the boys and girls in junior standards in vocal music. On the next occasion the master takes the juniors for drill and the mistress instructs the seniors (boys and girls) in vocal music. In this way a clear hour per week is saved, and the pupils are always under direct instruction. Some managers are so sensible of the wisdom of this arrangement that they have adopted it for religious instruction—the boys and girls in corresponding classes being brought together. This plan, if generally adopted, would relieve the teachers of these small schools of much nerve-racking work, and would greatly conduce to educational efficiency.

I have the honour to be,

Gentlemen,

Your obedient Servant,

T. J. Alexander,
Senior Inspector.

The Secretaries.

Mr. Dewar.

Gentlemen,

In accordance with your instructions I beg to forward the following report on the South Belfast circuit of which I took charge in April, 1906.

My colleagues were Mr. O'Connell, who resides in Bangor, and has charge of the northern section, and Mr. Semple, whose residence was in Downpatrick, and who had charge of the southern section of the circuit.

On the 1st September, 1906, Mr. Semple was transferred to another district, and was succeeded by Mr. Browne, who remained in charge until the 1st April, 1907, when he retired from the service of the National Board. Mr. MacMillan succeeded Mr. Browne, but has not yet entered on duty.

Owing to the changes among my colleagues in the southern portion of the circuit I have not had the advantage of their assistance in the preparation of this report.

The circuit embraces a small strip of the Co. Antrim portion of Belfast, all the Co. Down portion of the same city, and, stretching southward, includes the greater part of Co. Down. The southern and western fringes of the county are connected with other circuits.

To supply the educational wants of this area there are 372 National schools, of which 111, or almost one-third of the whole, are in the city of Belfast, and the remaining 261 are located in the other towns, and in the rural portions, of the circuit. For inspection purposes the circuit is divided into two sections, the northern and the southern. Mr. O'Connell, who presides over the northern section, has under his care 179 schools, 98 of them being in Belfast, and the remaining 81 lying convenient to the seaboard of Co. Down; while the inspector in charge of the southern section has the supervision of 184 schools, only 7 of which are in Belfast. The remaining 9 schools, viz.: the 3 departments of the Belfast Model school and of the Newtownards Model school, and the 3 practising schools in connexion with "St. Mary's" Training College for National school teachers, are under my own immediate care.

Accommodation.

In the rural portions of the circuit the school-houses are on the whole suitably placed, and afford adequate accommodation for the school-going population. There is no part of the circuit at an inconvenient distance from a national school. In some localities the schools are rather numerous, and instead of proving an aid to educational efficiency and success, they retard progress by an undue and injudicious division of labour. The school-houses range through every degree of fitness, from excellent down to tolerable or poor. There are still to be seen in prosperous Co. Down a few school-houses little superior to wayside cabins. They are built quite close to the road line and have neither playground nor premises. Their number is, however, few.

In the Belfast portion of the circuit the school accommodation is not sufficient for the number of school-going children.

Mr. Dewar.

Accommodation.

For some years past school building has practically been at a standstill in Belfast, and has not kept pace with the growth of the city, which has been steadily advancing in extent and population. The churches, which in other places are the leaders in educational movements, and which, in former times, were so in Belfast, have somehow stepped down from their position, and now take a less prominent part in the school life of the city. They have allowed others to assume the position and perform the functions which for long ages were deemed peculiarly their own, and in late years not a few of the city schools have been built by private individuals. But for some reason these private benefactors have in turn wearied in well-doing, and have not persisted in erecting and equipping schools for the benefit of their poorer townsmen.

Possibly the churches had too much to do in erecting church buildings in a growing city, and possibly the private benefactors were dismayed at the increasing cost of school sites and the difficulty of obtaining them. For some reason schools have not been built, and the poor parts of the city were the first to feel the loss. The classes who were least able to help themselves were forced to stand by and see their children deprived of the chance of receiving an education. The school-houses were, in many instances, only moderately comfortable, and scantily equipped, but they were better than none, and were soon overcrowded by scholars who found it difficult to gain entrance to any school, and were glad to escape from the unwelcome attentions of the school attendance officer. As no schools were being built, and the existing ones were overcrowded, some device was necessary to meet the growing demand for more accommodation. The existing schools might be enlarged, but as they had no playgrounds, and were closely hemmed in by dwelling-houses, the required extension could only be secured by encroaching on their small yards, or by purchasing an adjoining dwelling-house and converting its apartments into classrooms. In this way originated many of these small, unsuitable classrooms which have so often been adversely referred to in the reports of inspectors. Turning over my notes at random I shall give the dimensions of a few of these rooms, and the number of pupils found in them when I visited; also the number of pupils which could be accommodated in each allowing 9 sq. ft. for each pupil.

Class Room.	Dimensions in Feet.	Number Present.	No. which could be accommodated at 9 sq. ft. per Pupil.
1	15 × 9¼ × 12	48	15
2	15 × 9½ × 12	34	15
3	13½ × 11 × 9	52	17
4	12¼ × 7½ × 13¼	30	11
5	12¾ × 7¼ × 13½	38	11
6	11¼ × 7 × 17	31	9

Mr. Dewar

It is clear that these rooms were so congested as to prohibit the free movements of the bodies of the pupils, but when I add that the rooms were inadequately lighted and heated, it will be further evident that the brains of the scholars must have been as inert as their bodies.

In large schools there are always several teachers, each one having charge of a separate class, which usually consists of 35 or 40 children. Less than this number in each class would not ensure the economic employment of a teacher, as the National Board grants an additional teacher for every additional 45 pupils. Hence it would prove a great boon to teachers and scholars if each classroom was large enough to accommodate 40 or 45 pupils, or to measure 22 ft. in length and 18 ft. in breadth.

The principal rooms in the schools are in general well lighted and well ventilated. They have been constructed to accommodate several classes, and it is not unusual to find four or five classes receiving instruction from as many teachers at the same time in one of these rooms. Some classes are no doubt at silent lessons, but others are at lessons which demand speaking by either pupils or teachers, and in such circumstances the work of one class interferes with the work of the others. The arrangement, too, of the classes in these rooms is often open to objection. As a floor class generally takes the shape of a long semi-ellipse, the pupils at the extreme ends see the maps and diagrams from a very unfavourable position, and are likely to form incorrect impressions of the objects presented; and if, as sometimes happens, discipline is lax, it is impossible to secure adequate progress.

I give below the dimensions of a few of these large rooms.

Room No.	Dimensions in Feet.
1	57 × 27 × 13
2	51 × 31 × 13
3	56 × 30 × 14
4	48 × 27 × 13
5	46 × 29 × 11
6	46 × 30 × 12

Each of these rooms could be readily divided by folding partitions into two or three suitable apartments, where one class and one teacher could be accommodated, and could carry on their work with comfort and satisfaction. As opportunity offered, I have suggested to managers of schools the advantages of the proper sub-division of these unwieldy rooms, but as yet with no very marked success.

Mr. Dewar.

As a general rule the school-houses in Belfast are non-vested, that is, have been erected at the entire expense of the owners; and few are vested, that is, have been built by aid of a grant—generally two-thirds of the cost—from the National Board. It is surprising in a city like Belfast where school accommodation was so limited that applications for aid to assist in the erection of national schools should have been so few.

Equipment.

The schools are generally well supplied with desks, black boards, and maps, but there is a great lack of pictures or other objects to beautify and make the school attractive. The necessary apparatus has been provided, and nothing more.

Libraries.

In most of the rural schools flowers and plants are grown, but in the city schools not much attention has been given to this means of adornment.

School libraries are becoming more common. They are small, but it is pleasing to know that a beginning has been made.

As regards the cleanliness of the school floors and stairs some improvement is required. More regular and thorough washing of floors, and especially of the stairs, would add greatly to the comfort and health of the children.

Under this head Mr. O'Connell writes :—

Accommodation.

"The accommodation in the Belfast portion of this district is in many cases insufficient and unsuitable, but, with some exceptions, the country schools are fairly well adapted for educational work. A few of the older schools in the centre of the city (such as St. Annes', St. George's, Cromac Square), have more accommodation than is required, owing to the population drifting towards the suburbs, and to the fact that warehouses have replaced dwellings in their vicinity. Many schools, however, are overcrowded, and the school places provided in several districts are insufficient for the needs of the population. There is no room for more pupils in several schools, and parents have constantly to take their children from school to school to see if they can get them admitted anywhere.

"The main rooms, which are sometimes used for parish meetings of various kinds, are, in many cases, too large for teaching purposes. It is difficult to maintain proper discipline and do really effective work in a room where four or five classes are under instruction by as many teachers. Many of the classrooms are very bad indeed—they are small, badly lighted, badly ventilated, without means of heating, and shockingly overcrowded. Some typical instances of this overcrowding may be cited:

"In one school I found 40 pupils and a teacher in a room 12ft. 10in. x 7ft. 5in.; in another there were 44 pupils and a teacher in an apartment 11ft. x 9ft.; 66 infants and a teacher in a room 15ft. x 9½ft.; 55 pupils and a teacher in a room 19ft. x 9½ft., with only one window and with no fire place; 50 pupils and a teacher in a room 11ft. x 10ft., with only one window and without means of heating; 42 pupils and a teacher in a room 12ft. x 10ft., with only one window and without means of heating; 45 pupils and a teacher in a room 12ft. x 11½ft., with only one window and no means of heating; 89 infants in a room 18ft. 6in. x 16ft. 8in. x 11ft. in height, and with a flat ceiling.

"The Black Hole of Calcutta is the only instance of greater overcrowding that occurs to me.

"Comparatively few of the city schools have any suitable playgrounds—most of them have small yards; but there are some which have not even a yard.

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"The schools under R.C. management are, in the main, good and suitable buildings, erected in recent years at much expense to the localities, and I desire to say that the foregoing remarks do not refer at all to those schools. The Methodists, too, have done well, and they are almost entitled to exemption from these observations. There are some good buildings under E.C. and Presbyterian managers, but, in the main, as regards these schools, it is, I think, clear that the present system of providing school accommodation in Belfast has hopelessly broken down, and I would say that that is more particularly so in the case of schools under lay management.

"Three new schools (under Methodist and R.C. managers) have been recently built in Belfast, and a really fine school has been provided near Donaghadee through the splendid and enlightened generosity of Mr. Craig at a cost to him of more than £1,000."

Teachers.

The teachers are able and industrious, and discharge their onerous duties with considerable success. The conditions under which they labour are often unfavourable and prohibitive of the highest class of work, but under manifold disadvantages they display an admirable spirit and perform their daily tasks with ardour and zeal. It is scarcely possible to speak too approvingly of the assistant mistresses, who bring to their work a sympathy, earnestness, and devotion which must exert upon their scholars a refining and elevating influence. Suitable preparation is for the most part made, but occasionally teachers are remiss in this respect, and omit preparation, or having made it fail to bring their notes with them. The subjects for which preparation is most regular and careful, are those which have been recently introduced to the code. While the teachers are faithful and desirous of giving their best to the public, I fear they have not taken full advantage of the freedom and liberty conferred upon them by the late rules. There is still a strong tendency to frame their work, and direct their instruction on the lines of the inspector's examination. Instead of taking the Code as their guide, and using their own judgment as to the best methods of carrying out its provisions, they have allowed their own initiative to lie dormant and have become followers rather than leaders in educational affairs. Their work by consequence lacks that spirit and life which spring from effort and thought. No man works up to his highest level who is content to be a mere imitator, and no teacher succeeds in giving clearness to his instructions or in rousing enthusiasm among his scholars who has not by industry and thought found out the lines along which his best work can be done.

Mr. O'Connell writes on this head :—

"The teachers discharge their duties faithfully and with considerable success, having regard to the unfavourable circumstances under which many of them labour, by reason of the defective and unsuitable accommodation. They usually make preparation for their work, and they are anxious to carry out the wishes of the Commissioners in respect to the education of their pupils. In many cases I have heard complaints that the school programme is too heavy and overweighted with details."

Mr. Dewar.—Attendance.

Compulsory attendance is in force throughout the circuit, and as a consequence the attendance of the pupils is pretty regular. In many schools the proportion of pupils in attendance to the numbers on rolls reaches 80 per cent., and in few schools does it fall below 60 per cent.

In the rural districts the people are very comfortable and can afford to keep their children at school until the age of 14 years, and there is no special cause to interfere with the regularity of their attendance. In the city schools the leaving age depends upon the social status of the parents. In some schools the pupils remain under instruction till 15 years of age, while in others they leave school as soon as possible. Many of the pupils are half-timers, and their school life is practically over at the age of 11 or 12 years. The pupils begin to attend school at the age of 3 years.

On this subject Mr. O'Connell states :—

"The attendance keeps pretty regular on the whole, but, within the past six months, the attendance at several of the Belfast schools has fallen away in consequence of an epidemic of Spotted Fever of a virulent type. In other respects I don't think there has been any appreciable change in the regularity of attendance. The overcrowding and the dismal surroundings of many of the schools, doubtless, affect the attendance injuriously, while the same circumstances must be very detrimental to the health of the pupils. I have sometimes noticed children with sore eyes in schools, and I have, in such cases, suggested that the principal teacher should speak to the parents, with a view to having the children medically attended to. The medical examination of school children would, I fancy, be useful if there were any means of remedying defects in premises, playgrounds, feeding of children, etc.; but under present circumstances I do not see that it could effect very much good.

"The children begin to attend school at an early age, and they also leave school when very young.

"It would, I think, be better if children played about until 4 or 5 years of age, and remained at school for a year or so longer at the end of their course. In connection with this matter, and with the view of preventing overcrowding in the Belfast schools, it is, I think, worth considering whether it would not be desirable to prohibit the enrolment of infants under 5 years of age in any school where the extent of floor space did not afford at least 10 square feet for each unit of average attendance."

Proficiency

The proficiency, as might be expected, is variable, and ranges from highly satisfactory to fair. The chief defect is the merely mechanical character of the instruction, and the feeble attempt made to encourage the pupils to think for themselves or to assimilate what they are told. The memory is cultivated with the greatest assiduity, but the same care is not given to the development of the other faculties. In large schools the environment may in part account for this one-sided development, but the same defect is observable in the rural schools where the environment is favourable. As previously stated the teachers are too anxious to get over a wide range of subjects, and to impart some knowledge of them to their pupils. The memory is called into play, so that the mere rote information

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may be learned, but there is little care taken to see that the pupils understand what they have memorized, and too little time given them to make the matter their own. Haste and undue hurry lie at the root of much of the unfruitful work done in the schools. Hence the branches which are mechanical, such as writing, or those which require the application of memory only, such as routine questions on the arithmetical rules, show very commendable proficiency; but when a departure is made from the mere test of memory, and a subject taken which requires some thought the result is disappointing.

Infants.

The training given to the infants in ordinary schools cannot be highly praised. There is a tendency to treat these young children as grown scholars, and to expect from them the attention and obedience demanded from their elder brothers and sisters. As a rule their lessons are too long and too formal. The furniture is not always suitable for infants, and there are few pictures to interest or attract them. They are, however, able to read, write, spell, and count with surprising readiness, but in other respects their training is not noteworthy. In the special infant schools the training is of a much higher kind, but increased attention is still required to the modern ideas as given in the "Notes for Teachers." In schools where new methods are tried, and the day brightened by games and plays, the pupils are natural and trustful, they speak frankly, delight in showing their ability to perform, and are not disconcerted when confronted with difficulties.

Reading.

Reading is generally correct, but there is often a want of clear, exact enunciation which indicates a "lack of proper drill in one of the important essentials of good oral reading." The subject is not thoroughly taught in the junior classes. Sufficient attention is not given to clear articulation, proper phrasing, and correct expression, so that the pupils do not acquire an easy, pleasing style. The pupils of the higher classes attain a readiness and facility in recognizing words, but are not able to deliver them with the expression or taste required to interest others, or to make reading agreeable to themselves. Silent reading is practised by every class, and in the hands of a capable teacher ought to prove useful for developing the power of attention and concentration, and for "storing the mind with what others have written." In the junior classes, I think, the exercise should be sparingly practised, and when used by senior pupils, as it often ought to be, there should afterwards be an examination to ascertain if they had been really profitably busy, or had been drifting into idle, deceptive habits. In all classes constant practice is required in describing orally the substance of the passage read.

Writing.

Writing receives sufficient practice, and is generally good. The blackboard is always used during the lesson, and the instruction is suitable and effective. Composition does not get

Mr. Dewar. Composition.

as much care as its importance demands. In the junior classes oral composition often shows weakness, and the efforts of the scholars indicate that the subject has been somewhat neglected. In the written compositions, which are usually numerous, more variety in the subjects might be introduced, and the corrections should deal with forms of expression, as well as errors in spelling and grammar.

Arithmetic.

Arithmetic is well taught so far as the knowledge of the rules is concerned, but the ability to work easy problems illustrative of the use and application of the rules cannot be spoken of so favourably. Mental arithmetic is as a rule fairly good, and receives adequate attention.

All the remaining branches of the Code are regularly and systematically taught. Algebra, Geometry, and Science are now part of the curriculum of many schools, and show fairly high proficiency.

In all the departments of the Belfast and Newtownards Model schools the proficiency and the classification of the pupils are exceedingly satisfactory.

Mr. O'Connell writes of the proficiency in the following terms :—

"The teaching of infants is not satisfactory. They get more than a fair share of the vitiated and overcrowded classrooms, and, under these depressing influences, it is difficult to have bright and effective teaching and a sufficient variety of employment for them. With the older pupils a creditable degree of proficiency is attained in most subjects. Composition is, however, sometimes backward, and arithmetic is frequently unsatisfactory in the higher standards. I don't think there is any improvement in this important subject in recent years."

Organization.

The organization in the large schools is satisfactory. Each teacher has charge of one class. In the smaller schools under one or two teachers the difficulty of keeping the pupils steadily employed presents itself. The teachers seem afraid to combine classes for reading lessons, and retain the old system in which each class uses a different reading book. In the new subjects, such as Drill, Singing, Object Lessons, the grouping principle is always practised and works successfully. The teachers admit its advantages, and are convinced that the working of the school has been made less arduous, their own efforts more effective, and the pupils are more easily controlled and instructed. The want of a sufficient supply of reading books is, in my opinion, the cause of so much tardiness in combining classes for reading lessons. Numerous classes in small schools have proved impediments to progress.

Mr. O'Connell remarks on this head :—

"The organisation of the schools is, on the whole, satisfactory under the circumstances—though I have in a few cases recommended what I thought was a more effective grouping of standards in some subjects. The defective accommodation and the disparity in the numbers in the several standards render it difficult to make at all times a suitable division of work between the teachers."

Mr. Dewar.

Monitors.

The monitors are carefully trained and receive adequate instruction. They are good scholars and pass their examinations with credit. As teachers they display considerable aptitude in arranging and controlling their classes, and in imparting information. The criticism lessons, which now form part of their curriculum, are regularly and systematically given, and have been the means of causing the monitors to study carefully the subject of the lesson, to think over the proper arrangement, to find out the points which require special attention and involve difficulties, and to determine the best modes of illustrating and presenting them to the pupils.

The vivacity of the monitors and the insistency with which they demand accuracy and fulness are sufficient proofs of an effective training.

Mr. O'Connell reports :—

"The training of monitors is carefully attended to, and, so far as I know, the rules in regard to their instruction are faithfully complied with. In Belfast nearly all the monitors of the 5th year attend central classes conducted by experienced teachers outside school hours."

Extra Branches.

French, Latin, and Cookery are taught in a few schools, and the instruction is of a creditable character. Irish is also confined to a few schools, and was specially tested by experts in this language.

Mr. O'Connell states :—

"Geometry and algebra are taught to some extent in a few of the schools; French and Latin are attempted in one or two schools, and Irish is taken up in three schools. With the early age at which the great majority of the pupils leave school, and the small numbers in the sixth and higher standards, instruction in extra or optional subjects, save in the case of a few better class schools, is not likely to be either very widespread or very successful. Besides, in many cases the proficiency in arithmetic is so low that instruction in mathematics cannot advantageously be grafted on to it."

Evening schools.

During the session 1906-07 there were 10 evening schools in operation. My colleagues visited and inspected them, and on the whole, speak in favourable terms of the work done by the teachers and the progress made by the pupils.

Mr. O'Connell adds :—

"There were only five evening schools in operation in this section during the past winter, and I expect the number will be less in future years. Four of these schools did very useful work, but the attendance at the fifth was so low that the school was virtually of no benefit to the locality."

I am, Gentlemen,

Your obedient servant,

E. P. Dewar.

The Secretaries,

Education Office.

GENTLEMEN,

Dr. J. B. SKEFFINGTON.

The following report is for the period ending 30th June, 1907; the last general report for this circuit was in January, 1905; since when there have been important changes as to the Inspectors, the limits of the circuit, and the distribution of inspection work, taking effect from 1st April, 1906.

Circuit.

The changes in limits of circuit are threefold: (1) the large part of Wexford lying east of a line from the Blackstairs Mountains to Bannow Bay has been transferred to South Dublin Circuit; (2) and the extreme western portion of Co. Waterford to a Cork Circuit; (3) while the Counties of Carlow and Kilkenny have been almost entirely transferred to this Circuit, which thus extends from Ardmore to Rathvilly, some 120 miles, and from below Bannow to beyond Urlingford, about 80 miles.

Inspectors.

At the same date (1st April, 1906), my former colleagues, Mr. P. J. FitzGerald, B.A., and Mr. J. Smyth, M.A., were transferred to other circuits, and have been replaced here by Mr. J. Coyne, B.A., and Mr. W. Bartley, B.A.

Inspection.

Previously to 1st April, 1906, the circuit was divided into three sections radiating from Waterford, where all three Inspectors were stationed; but since then the circuit is divided into two sections (North and South) by a line through Thomastown; Mr. W. Bartley, stationed at Kilkenny, in charge of the northern section, and Mr. Coyne, at Waterford, for the southern section; the senior Inspector having the schools in the city of Waterford, and also taking, every year, some 40 schools in each section, or about 100 in all.

Schools.

In the city of Waterford school space is generally ample, the Model schools could accommodate some hundreds more; but St. Otteran's Convent school is overcrowded, and will probably soon be enlarged; a new building to replace Lady Lane school is being erected; application has been made for a grant to build a new school for St. Patrick's, a much needed work; and a new infants' school is projected for St. Stephen's Monastery; while the Quay National school has been amalgamated with the Model school. The workhouse schools are not comfortable in winter, being of an unsubstantial structure.

Those city schools are, in general, well furnished, properly equipped, and mostly provided with libraries.

There are 3 Model Schools, 40 Convent and Monastery, 10 Poor Law Unions, 134 Mixed Schools, 106 Boys', and 94 Girls' Schools.

Dr. J. B. Skeffington.

Mr. Coyne states that :—

Mr. Coyne. South Section.

"A very considerable proportion of the school premises in the south section fall short of a proper standard, from want of playgrounds, porches, or out-offices; in some cases the latter are too near the school walls, in a few there is only one closet for boys and girls, or the closets are not adequately separated. Three schools should be replaced by new buildings, if sites were available: six others not so bad might advantageously be superseded by new houses: the remaining schools are generally satisfactory as to repairs. There are 33 schools each with but one room for two teachers, and many of those might be divided by partitions. Few schools suffer from overcrowding, very many could accommodate much larger numbers. Two schools, Cloggah Boys' and Girls', have recently been amalgamated, and two others are likely to be so; three other pairs of schools could be amalgamated with educational advantage; and two small schools might be closed without much local inconvenience."

At Keily's Cross there seems need for a new school, which has long been projected.

Mr. Coyne remarks :—

"Most of the schools are kept fairly clean, though corners of walls, tablets, and pictures, are sometimes dusty; in more than half the number flowers are planted in plots, or in window boxes. Nearly every school is provided with basin, soap, and towel, in many cases seldom used, though put up because asked for; frequently several children wash in the same water, which is, of course, objectionable; in some cases the dry basin is lying in the yard, sometimes hidden in obscure corners, yet in not a few schools it is tastefully disposed on nice stand, with clean soap and towel, manifesting the care and taste of the teachers."

Mr. Coyne continues :—

"In many cases, owing to their position or construction, it is difficult to keep the closets clean and sanitary; want of urinals is a frequent source of trouble; the supervision of these falls on the teacher, a duty that is often neglected. The inspection and supervision of school offices should never be assigned to the teacher, but to the local sanitary officers; for the health of the children should be an object of care to the community at large. During the colder months fires are kept burning; in some schools the early dropping of fires in Spring and their tardy lighting in the Autumn, suggest that the burden of supplying fuel for the school has to be borne in part, if not entirely, by the teacher. In all schools physical drill exercises are carried out, limited in many cases to marching and body movements; yet in a good many schools dumb bells or drill poles are provided. I have seen no gymnasiums and few playsheds. Ball-alleys for boys, and swings, etc. for girls, would brighten up school life, and be no inconsiderable factor in securing punctuality and increased regularity of attendance. About one-fifth of the schools are provided with school libraries."

Mr. Bartley observes, as to the north section :—

Mr. Bartley. North Section.

"In about a dozen of cases the houses are not large enough for the attendance; and, in as many more, the school buildings are quite unsuitable; a few of the houses are wretchedly bad, and were only tolerated owing to the suspension of building grants; and, when these become available, building will at once be commenced in some of the worst cases; very extensive repairs, etc., are now being made in one case. A new school (Gazebo Infant) has been recognised, and, in three instances, adjoining boys' and girls' schools have been amalgamated. On the whole, the distribution of schools meets the requirements of the people."

Dr. J. B. Skeffington.

Mr. Bartley continues :—

"The good buildings are generally kept in very fair order; in many cases the ventilation is defective, from want of an efficient outlet for air through the ceilings. In over 60 instances there are no playgrounds, and in several others the grounds are very small. There are 18 schools without offices. The closets are generally better kept than formerly, but there is still a good deal of room for improvement in this regard. Flowers are occasionally cultivated in the school grounds, and, in a very large number of instances, plants are grown in boxes or flower pots.

"In a very considerable number of schools the desks are old and badly shaped; in many cases new and suitable desks have recently been provided; and in several instances the managers have promised to have this serious defect remedied. In every school there should be a cabinet with compartments for the copy-books, etc., of the different Standards; the want of this is a cause of untidiness and great waste of time in the distribution of copy-books, etc. The supply of maps and pictures is too often rather limited; a very considerable improvement has, however, been effected in this matter in many of the schools within the last year or two. Some of the better schools (about 30) are provided with small libraries: some of the collections are very limited, in other instances they contain a fair number of books."

I have observed in a good many rural localities, hollows at gates, corners, and in school grounds; these very often are full of water from rain, and cause much discomfort to the children, besides adding seriously to the difficulty of keeping floors clean. Yet this is a matter very easily remedied; and, if the teacher suggested it, the pupils could easily get such hollows filled up with stones: a little care in such small matters would make a material difference.

With regard to wash-basins, I have observed in many schools lately a very convenient arrangement of basin, jug, etc., on a metal tripod stand, which looks neat, is easily moved, and is comparatively cheap. This struck me particularly in the Co. Carlow schools, which seem well advanced in this and other school matters.

In some rural schools I found a good deal to complain of, on the score of want of cleanliness, tidiness, etc; some teachers saying that they did not notice these matters, till their attention was drawn to them, familiarity causing indifference. In too many cases also, I observed children with badly washed faces, untidy hair, and even dirty hands. Those are, however, on the whole, exceptions, and there are many bright examples on the other side, of cleanliness, order, taste, and much evidence of training in good habits.

Some consider that schools, their furniture, equipments, and surroundings, should not be too high above the standard of the homes of the many poor who attend them; and there is doubtless much sound sense in this view; but, on the other hand, the school may well be expected to elevate the notions of the uncultivated; to raise their tastes, to expand their ideas. In any case fine structure is part of the fashion of the present day, in the structure of banks, insurance offices, shops, railway stations, churches, etc.

Dr. J. B. Skeffington; Teachers.

The Convent and Monastery schools are conducted by various Orders of Nuns, paid chiefly by capitation, and of Monks, who are classed like ordinary teachers; those employ in most cases one or more lay assistants, and a number of sub-assistants (unrecognised) at small salaries: the largest school, that of the Sisters of Charity, in Waterford, has four Nuns in charge, 9 or 10 assistants, and as many unrecognised helpers.

The De La Salle Brothers conduct the St. Stephen's Monastery school, used as a practising school for the King's Scholars. The teachers in the Convent schools vary, of course, as to ability, attainments, and efficiency; but have generally specially qualified members to teach Singing, Drawing, Needlework, etc., and sometimes trained teachers become members. In many cases also, the Nuns are, this year, assembling at suitable Convent centres for special courses in Teaching, Hygiene, Science, etc.

Special classes in Science for teachers were held in the new Technical schools both in Waterford and Kilkenny, and the teachers were emulous to join those classes, which had to be limited by the number of places.

Mr. Coyne. South Section.

Mr. Coyne reports:—

"Excluding Convent Schools, only 44 have attendances over 50, to secure the services of an assistant; 28 others have the average for Junior assistant, and 2 have Workmistresses.

Teachers.

"The teachers, as a rule, are a respectable, competent body of men and women, skilful in the main, devoted to their work, and conscientious in the performance of their school duties. Nearly one-half of the schools obtained the merit mark 'Good,' about one-fourth the higher mark 'Very Good,' or 'Excellent;' slightly over one-fourth the lower mark, 'Fair.' In very few schools is the instruction given of an inefficient character. In much the same manner the teachers may be classified as regards success in teaching. About 70 per cent. of the graded teachers have been trained, and the number of trained teachers is increasing year after year. Twenty-eight Junior Assistant Mistresses are employed, a good proportion of them being ex-Monitors who completed their term of service, and rank as third grade teachers; these show some skill in teaching, and perform useful educational work. The others, who were never before employed by the National Board in any capacity, are much less skilful teachers.

"As the system of individual examination of pupils by Inspectors has given way to that of inspection, cramming, and examination-preparing are being superseded by more rational methods of instruction than obtained in former days. The establishment of a uniform school year has contributed to more systematic teaching, for, at each inspection the teacher finds it necessary to show that a reasonable portion of the school programme has been taught, which should be in proportion to the time elapsed from the beginning of the school year.

"Hence arises the necessity for keeping a periodic record of the educational progress of the pupils. The prudent teacher will decide, at the beginning of the annual period, the amount of matter he proposes to get through during the year, will divide same into three or four portions corresponding to the divisions of the year as determined by vacations, take stock of the amount and quality of the work done each term by holding periodic examinations of his pupils, and ensure that the proposed task shall be thoroughly and efficiently executed. He will also make preparation for his work. This preparation should not only include the reading necessary to increase his information on a given subject, and thus render his treatment of it fresher and more

Dr. J. B. Skeffington.

interesting, but also deal with its arrangement into a series of connected lessons, together with the introduction of devices of a more mechanical nature, the presence of which means to him the saving of time and labour in the school-room.

"I regret to find that there is a large proportion of schools, the teachers of which do not make such preparation. I am now arranging that in all schools the teachers are to draw out every Saturday a plan of the work proposed to be done the following week. This will, perhaps, induce some of them to think, in advance, about their work, and make the necessary preparations for its efficient execution.

"The keeping of a record of the pupil's progress is not always a labour of love, and though there is scarcely a school in which one of some kind is not kept, the details are often meagre, ill-arranged, disconnected, and suggest that the teacher keeps the book because of the official instructions."

Mr. Bartley. North Section.

"In this section there are 235 certificated teachers and about 40 junior assistant mistresses. Of the certificated teachers 153, or about 65 per cent. have been trained. As a rule the members of the Staff are conscientious and industrious. Failure to achieve satisfactory results is probably more frequently due to absence of skill than to carelessness. On the whole I believe the intelligence of the pupils is more generally appealed to than formerly, but mechanical methods of instruction are still too much in evidence. In many instances there are few signs of preparation for work. This is so, even in the case of teachers, recently trained. If these latter could be induced to prepare effectively and systematically for their work during the first two years after training, a habit would be formed which would be invaluable during their after career. Object Lessons, Reading, History, and Analysis of Sentences, can hardly be effectively taught without previous preparation.

"Most teachers now endeavour to teach Drawing and Drill even in cases where they received no training in these subjects, sometimes with very fair results."

I have observed much difference between those junior assistants who had been monitors, especially those trained in singing, kindergarten, etc., as in Convent schools, and others without such training, who appeared comparatively of little value. Singing, drill, drawing, and occupations for infants, with a limited literary and arithmetical course, would clearly be the most suitable programme for those junior teachers, who rarely (if ever) need that full and difficult course of needlework now exacted.

The preparation of lessons has many different applications, as to (*a*) the professor of one subject, (*b*) the teacher of one class, (*c*) the ordinary teacher of several classes in many subjects. The first can be expected to have full notes and analysis of his subject and his lectures to a class supposed to attend and follow him step by step; the second, having one class and several subjects, may also aid his lessons by considerably elaborate notes, schemes, and sketches; but the third cannot be expected to go so minutely into all details, as it would involve too much time and labour; and, besides, his work is, in great degree, repetition and variation, to suit the attendance, abilities, etc., of his pupils.

Yet to depend on mere memory for a course of lessons leads to vague and desultory teaching; and even a skeleton outline of the courses he means to follow is most desirable if not essential to the teacher.

The percentage of attendance all over the circuit seems to be above 70 per cent., reaching 71 in the Waterford City schools, in the city of Kilkenny 74 per cent., and in the town of Carlow being so high as 84 per cent. of the number on Rolls. Dr. J. B. Skeffington. Attendance.

With regard to the actual attendance (1) punctuality is an important element, for it is not unusual to find a few late for Roll call, whose attendances do not count, though they are taught as others; (2) again, not infrequently, some pupils go home early, and their incomplete attendances are lost to the school. But there is (3) a more serious cause of low average attendance in the number of days that have to be included when half the numbers (or almost ⅔) may be absent owing to fairs, holidays, sickness, bad weather, etc.; and this even though the number of annual days may be above the minimum 200; this gives an advantage to some schools, which are found to have been closed for periods ranging up to 10 weeks or more, and thus avoid those small attendances: 200 days (the best 200 days) should be the standard for all schools. (4) Then the time the names of absent pupils are kept on Roll affects the percentage of attendance; and, I believe, to the two latter causes is largely owing the apparent low percentage in Irish as compared with British schools.

As to attendance Mr. Coyne says:— Mr. Coyne. South Section.

"The tendency is towards a decrease, and the downward movement will probably continue so long as the tide of emigration is in flow. Pupils come to school when about 5 years of age, occasionally at 4; they generally leave between 14 and 15; those over 15 hardly form more than 2 per cent. of the total.

"The health of the pupils is good on the whole, not taking into account occasional epidemics of measles, scarlatina, whooping cough, with which localities are visited.

"I have not noticed children with defective eyesight, except in one school; children with defective teeth are much more numerous.

"The majority of the pupils are the children of small farmers and agricultural labourers."

I noticed in some rural places and small towns that the children looked pale, and not robust: in some places also many seemed small for their ages.

The Waterford schools suffered this year from an epidemic of scarlatina; as did the Tullow schools last year.

"The majority of the schools of the section are rural, and the circumstances which usually affect the regularity of attendance in agricultural districts make themselves felt. I have collected statistics for the last three years for the schools at present in the section. The average number on Rolls is practically the same for 1905 and 1906. The average attendance was slightly lower last year. For 1905 the average on Rolls was 252, and the average attendance was 581 higher than in the preceding year, 1904. The percentage of average daily attendance to the average number on Rolls was 67.7 for 1904, 70.5 for 1905, and 70.2 for 1906. The Compulsory Attendance Law has been in force in two towns in the section, Kilkenny and Carlow. Arrangements have recently been made to put its provisions in force over most of County Carlow. Mr. Bartley. North Section.

Dr. J. B. Skeffington.

"In the town of Carlow the School Attendance Committee has been conspicuously successful in its efforts to promote regularity of attendance. In the National Schools in that town the average attendance has been about 84 per cent. of the average number on Rolls for the last two years. In the city of Kilkenny the percentage has been about 74. Comparing the districts where the Act is in operation with the remainder of the section, the percentage is about 9 higher in the former than in the latter.

"The attendance has improved considerably in many of the schools in Co. Carlow since the Compulsory Attendance Act was put in force, but sufficient time has not yet elapsed to enable one to judge as to permanent improvement.

"Schools differ very much from one another as regards the punctuality of the pupils in the morning. In some the children are practically all in before 10 o'clock; in others they come dropping in one by one or in small groups till 10.30, or even later. In a school I visited a short time ago less than one-third of the pupils present at Roll-call were in at 10 o'clock. I believe the teachers can do a great deal to remedy this serious defect. In schools where want of punctuality is a marked feature, I generally find late comers are allowed to slip quietly into their places without any notice being taken of the fact that they are not in time. This naturally leads them to believe that the time of arrival at school is a matter of indifference. I know several instances in which teachers have effected a considerable improvement by regularly insisting on defaulters accounting for their lateness.

"I have made enquiries in most of the schools regarding the number of pupils suffering from defective sight. In about 260 instances defective sight was reported."

Proficiency.

The observations of Mr. Coyne and Mr. Bartley on the proficiency in the various school subjects are as follows:—

Mr. Coyne. South Section.

Reading.

"The reading of the pupils is, in general, fluent and intelligent, though in many cases, wanting in expressiveness. The introduction of history and supplementary readers has been beneficial in widening the child's mental horizon, and in arousing a desire of acquiring knowledge. Most schools are provided with the Readers prescribed by the official programme.

Writing.

"Writing is generally neat and legible. The teaching of this subject presents no difficulty.

Arithmetic.

"There is no subject of the school curriculum better calculated to develop the child's powers of reasoning than Arithmetic. The several processes and operations employed in the solution of Arithmetical exercises form an interesting and instructive study, while the well-chosen problem appeals to one's sense of the useful. To acquire facility in working exercises a child must first get over the mechanical difficulties of mental addition, subtraction, etc., of pairs of small numbers; this is best done when he is in the infants' class, and by means of frequent *vivâ voce* drill in the 'tables,' as these mental exercises are familiarly called.

"At all my inspections it is my care to give such exercises to the infants, to question the senior pupils on the reasons for the processes employed by them when working 'sums,' and to call on them to interpret their results. The juniors are expected to give their 'answers' in fully formed sentences. Thus the subject is rendered interesting, and becomes a valuable mental exercise. Questions involving very large numbers are rapidly disappearing before more rational and practical ones. The proficiency in Arithmetic may be summed up in the statement that the pupils can do, fairly well, practical questions presenting no features of special difficulty, and their knowledge of the principles underlying their solution is increasing.

Composition.

"I am glad to be able to report in favourable terms of the progress made in English Composition. An ambitious style we should not expect in our primary schools: the simple statement, the plain unvarnished tale, correctly, even if sometimes inelegantly, expressed, must

suffice, and, in the majority of the schools, this power of expression is attained. In some of the better class schools, where oral composition is systematically taught, I sometimes find quite respectable compositions. The errors take their tone from the locality, the prevailing one, in the south-west, being the use of a plural verb with a singular subject, a reproduction of the home speech. As a remedy, I suggest the instant correction, by the teacher, of every error in speech heard during the day, until the correct mode of expression becomes a habit. The Junior pupils should not be exempted from this censorship, though the teacher will give reasons only to those who can understand them. Dr. J. B. Skeffington.

"Formal Grammar is taught with fair success in the Senior Standards, the pupils of which can analyse a sentence which is not too complicated. Analysis of sentences forms a valuable mental exercise, though I am doubtful of its utility as an assistance to English Composition, for I have seen gross mistakes in Composition exercises made by pupils who were fairly well able to analyse an ordinary sentence. The grammatical inflections are less known in our schools. Grammar.

"Geography teaching has reverted to the style of the old days, namely, the pointing out of places on the map. Most teachers, however, are careful to introduce interesting information regarding the inhabitants of the countries, their industries, etc. In schools where there are globes, the pupils can show on them the relative positions of the continents and oceans. A good many schools are provided with inch ordnance maps of the locality, and a few with six-inch maps: the pupils can find the roads leading from the schools to their homes, and know the cardinal points. Senior pupils should be taught how to use a railway guide, and to trace on the map the route taken by them in travelling from their homes to any given town. Geography.

"Manual Instruction is principally confined to stick-laying and paper-folding. As taught at present it does not appear to be of much educational value. It should not be difficult to so frame a programme in such subjects as Arithmetic, Geometry, Mensuration, Drawing, as to incidentally introduce this subject, in which case it need not be formally taught. Thus, sticks may be used in counting, in making designs for drawing patterns, paper may be folded to illustrate the theory of fractions, the principle of superposition of figures, rectilinear figures may be made by placing sticks along the boundary lines, which the child should be trained to lay down with accuracy; other sticks may be placed as perpendiculars, etc. Thus the subject may be made subservient to more important ones, being introduced as required, and the child may be trained to do neat and accurate work. Manual Instruction.

"Drawing is taught, on the whole, with fairly successful result. Drawing.

"About one-half of the schools in the section are equipped with Elementary Science apparatus. Progress in Elementary Science is slow, arising from a slovenly method of teaching the subject, from want of connection in the lessons, and from disregarding the recommendations in the 'Notes for Teachers' as to the use of the Science apparatus. In many schools the pupils rarely get beyond the first 10 or 12 experiments of the official programme. Elementary Science.

"As the apparatus supplied to the schools consists of a small number of pieces, there being usually but one balance, one 'see-saw,' one burette, etc., an experiment depending on the use of one of these, the balance, say, can be done by only one pupil at a time, or one pair of pupils (if they work in pairs). In order that all the pupils of the Science class may have an opportunity of handling the apparatus and performing the experiment in turn, they should, 'singly, or in pairs, be sent out from time to time . . . to repeat experiments which have already been accurately performed and thoroughly explained before the whole class . . . All results so obtained should be at once entered in a special class note book . . .'—(*Vide*, Notes for Teachers). Were these instructions carried out, I should find, at every visit to an 'equipped' school, a pair of pupils working at some experiment, to be

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followed by another pair, and so on, in rotation. This, however, I do not often find: and on looking at the Science note book, when one is kept, I note that the entries are often irregular. In some cases, no such book is kept, in others, the book was commenced but dropped. Frequently I have myself drawn up a form of science results book, putting in headings, ruling lines, and giving instructions as to how it should be kept. Such a book should have a column headed 'Teacher's Remarks,' in which might be set forth the judgment of the teacher as to the dexterity shown by the pupils in handling the apparatus, and conducting the experiment, as to the accuracy of their results, and, periodically, as to the general progress made by the class as a whole, when the experiment had been performed by each pupil in turn. I have to add that on the publication of the revised edition of the official programme, some teachers in schools where there were no assistants discontinued the teaching of Elementary Science, under the notion that they were not required to teach the subject: but they were induced to resume their instructions.

Singing.

"Singing on the Tonic Sol-fa system is taught in all schools, except a few, the teachers of which say they 'have no voices.' So far as the singing of songs, exercises, and notes on the 'Modulator' go, good work is done generally, and in the better class schools a really creditable standard is often attained. One object of learning Vocal Music is frequently lost sight of, namely, the power to read any piece of not too difficult music at sight; to bring this home to both teachers and pupils, I take to the schools easy unseen pieces of music, written in the Sol-fa Notation, which I frequently ask the pupils to sing after a little study of them. I believe this to be attended with beneficial results.

Needlework.

"Needlework is fairly well taught, but I should be glad to see more demonstration lessons given, and to find the schools better provided with demonstration specimens for class teaching. In cutting-out, progress is slow.

Infants.

"The teachers are becoming alive to the importance of keeping the Infants usefully and agreeably employed during the day. In some schools story-telling forms a pleasing feature, and action songs are sung. Where there is not a special room provided for them, efficient training of Infants is not an easy task: but, on the whole, there are few schools in which the little ones are neglected.

"Lessons in Health and Habits are being gradually introduced since they were added to the official programme."

Mr. Bartley.

"Of the pupils on rolls on 31st December last, 30.2 per cent. were infants, 13.9 per cent. were in first class, making 44.1 per cent. for first standard. In standard II. the percentage on rolls was 13; in standard III., 12.7; in standard IV., 10.7; in standard V., 10.6; in standard VI., 7; and in standards VII. and VIII., 2.2. It will be seen that these numbers approximate very closely to those published in the last Commissioners' Report for the whole of Ireland.

"Under the Results System there was a decided tendency to over rapid promotion of pupils. In a limited number of schools the opposite tendency now prevails. Pupils are sometimes kept an unreasonable length of time in the first standard. Not only does this diminish their chance of getting through the higher standards before leaving school, but it tends to discourage them, and to foster habits of idleness, which are afterwards very difficult to eradicate. On the whole, however, the rate of promotion in the schools of the Section is fairly satisfactory.

"In order to enable one to see at a glance the rate of progress of pupils, it is absolutely necessary to insist on the posting of the School Registers. A Progress Table, filled at the end of the school year, giving the length of time pupils have spent in their present Standards, would enable the Inspector, without undue loss of time, to judge whether they are advanced with reasonable rapidity or not.

Infants.

"In schools in which there is only one teacher, Infants seldom receive sufficient attention. Where a large proportion of the pupils are in the higher standards, it is practically impossible for a single teacher

to find time for the efficient training of the Infants. They are, however, in general, receiving more attention than formerly. In all the more efficient schools some provision is made for Kindergarten occupations, and conversational Object Lessons are given. Dr. J. B. Skeffington.

"The proficiency in reading is gradually rising. As a rule, the children read correctly, and have a fair idea of the meaning of the passages read. The tone is generally monotonous, and occasionally indistinct. Few teachers aim at training the pupils to read with due expression and so to produce a style pleasing to the ear. In many instances, in this Section, where Reading can be followed without difficulty, the speaking is low and indistinct. Reading.

"Writing is largely taught from the blackboard. This is the best method for collective teaching. Headline copybooks are also used to a considerable extent. Whatever course is adopted, success depends on training the pupils to observe their model closely and to make a constant effort to imitate it. Very bad writing is seldom met with. As a rule, written work is pretty carefully done. In Arithmetical exercises, figures are frequently badly formed. The number of schools in which the pupils write a really good firm freehand is somewhat limited. Writing

"There is a good deal of practice given in Written Composition, but there is seldom much systematic teaching of the subject. The exercises are generally very short. They are, however, well revised, and pupils are trained to avoid the grosser grammatical mistakes. I sometimes find compositions that are all, word for word, the same, and that are evidently either written from dictation or copied from a blackboard. In some schools there is a tendency to confine the exercises to the reproduction of stories read to the class. I occasionally see a good lesson given, in which, after a discussion regarding the facts, and hints as to arrangement, the pupils are left to their own resources so far as the actual production of the exercise is concerned. Composition.

"Grammar is not generally well taught. As a rule, only analysis of sentences is attempted. This could be made a very useful exercise. To render the instruction intelligent and effective, sentences should be carefully selected or constructed to illustrate definite points. This is rarely done. A book is opened at random, and sentences for analysis are taken as they happen to meet the teacher's eye. A whole course of analysis is thus attempted in a single lesson. General confusion is the result, and no useful work is done. In most schools attention is paid to the correction of local grammatical errors of speech. Grammar.

"As a rule, there is not nearly so much time devoted to arithmetic as formerly. In most fairly good schools creditable proficiency is attained in mechanical calculation, but skill in applying the rules learned is very limited indeed. Mental Arithmetic seldom receives as careful treatment as it deserves, and one rarely sees any attempt to make use of mental exercises as an introduction to the lesson for the day. So far as the intellectual side of the teaching is concerned, sufficient use is not made of concrete illustrations. A teacher recently told me that some pupils knew fractions. They could add or subtract two fractions correctly, but he admitted he had never given them any illustrations of what fractions meant, nor had he explained the reasons for the various steps in the process of adding. As regards mechanical work, the commonest mistake is giving a few very long exercises instead of a large number of short ones. Arithmetics are now being published containing numerous concrete exercises, generally short, and illustrating the elementary rules. This is a step in the right direction. Arithmetic

"Drawing is now taught in all schools. Freehand and ruler work combined are generally well done. In some schools fair designs are produced and in a limited number a little Practical Geometry and Scale Drawing is attempted. Drawing.

"Singing is taught in all the schools of the Section except 15. The proficiency varies, of course, very considerably. In most cases songs are fairly or well sung. Frequently there are no charts. The teachers often supply the defect by writing out the exercises on a blackboard." Singing.

Dr. J. B. Skeffington.

Proficiency.

I find Reading improving in more and more schools year by year; not only is greater facility and fluency attained in the higher classes, but even the very juniors group the words intelligently so as to bring out the sense: there is no doubt that the greater variety and change of readers, which are also more interesting and attractive, and especially the use of easy story books in Junior classes, has been a great aid in this desirable improvement: the meaning of what is read is also better understood, or at least, more readily expressed, than formerly.

I am doubtful, however, whether as yet the pupils put in operation this power of reading after they have given up school. Libraries and reading-rooms in all towns and villages would tend to keep up the all-important reading habit. A system of book prizes to senior pupils would also tend in the same direction: such books containing useful information, and life lessons, would help to show the utility of the power acquired, and to direct it to desirable ends. I have noticed that, in some localities, while the *little* ones read clearly and audibly, the *seniors* become weak in tone and indistinct in utterance. I have found the same peculiarity in the voices of adults in ordinary speaking in those places; it seems a natural change of the vocal organs, if not a deeper seated change.

Penmanship.

The amount of written work done is very great, various exercises on the school course being written; but there is need in many cases of greater care to avoid errors, and to acquire a regular hand, though, in many schools, much taste and skill are shown in the written work, which thus becomes a valuable training.

As to teaching writing from the Blackboard, some teachers who have tried it, have given it up again, as they say the pupils cannot so well look up at the board as at a headline on book or desk before them.

Composition.

Composition, both oral and written, continues to receive a good deal of attention, and, in many schools, a very respectable standard of Composition is attained; but, in others, the exercises are too much alike, and suggest copying or too much prompting; letter-writing is often too long delayed, and may well be commenced in 3rd standard.

There are now artificial aids to this subject, in the form of hints, headings, etc., at top of copy books—these save time to the teacher, but have certain drawbacks.

Grammar.

Analysis, in most schools, is the form of practice chiefly given in Grammar, though Parsing is combined with it in the better schools; but Analysis does not very often go beyond the parts of the simple sentence, and is then little more than a variety of Parsing: thus we hear of the Noun Subject, and the Predicate Verb very commonly—while Enlargement and Extension take the places of Adjective and Adverb. Horne Tooke, long ago, gave, perhaps, a better analysis than that now in use: "for the verb," he says, "is *quod loquimur*

the *noun, de quo;*" which has the advantage of applying to many forms of expression, Interrogative, Optative, Imperative, and not merely, as the modern Analysis, to the Indicative or Assertive form. The tabular writing out of Analysis is like the old parsing on paper, an exercise of very questionable utility. Analysis of a proper kind is held to be a great aid to Composition, but it is the inter-relation of Sentences, Clauses, Phrases, that is here referred to. Dr. J. B. Skeffington.

The schools are now taking up more of the Geography that had been in recent years diminished; and those large scale maps of the localities of the schools are an interesting and useful introduction, showing the roads, houses, etc., known to the pupils. Geography.

There is evident improvement in the modes of treating Arithmetic; not only is mental calculation much more attended to, but the various aids to simplify and explain Notation, Subtraction, etc., are much more availed of; and the teachers are making the work of the higher classes more applicate and practical than it used to be, being much aided in this by the variety of very useful little tracts on Arithmetic for the standards. Arithmetic.

Drawing is now to be found, I believe, in all schools, and while there are the usual differences of proficiency, the work in some schools showing want of care, taste, and attention; yet, in many more, the proficiency in Freehand Drawing is very creditable, so much so, that a part of the weekly time might well be devoted to scale and compass drawing, plans and elevations, so useful to all tradesmen, and in every constructive art. This Practical Geometry or Mechanical Drawing, is now much recommended as an introduction to, or as a substitute for Theoretical Geometry, or, as it is called, Euclid, which so few boys appreciate in its original form. Drawing.

Singing maintains its standing, and should be heard in all schools, as it is in most, to some degree. In too many schools, however, the same songs are practised (or pretended to be) by all the pupils, young and old; but, in these cases, the juniors really do little or nothing; as it is manifest that words and airs suitable for seniors, are quite the reverse for Infants, who should always have simple songs with actions; the aids to these latter are now very common, and should be of great use. Certainly Irish children have great gifts for musical training, and much taste for singing, etc.; the non-musical, in the south, forming a very small percentage. Singing.

There are several schools with special departments for Infants, where a full course of Kindergarten instruction is carried on, but in all good schools also the Infants have training in Singing, Action Songs, Drill, Drawing, and some manual work. Infants.

Dr. J. B. Skeffington. Drill.

Drill is now very popular, and, in some form, is a good deal practised; but, Drill bells are not yet found in all schools, though hand motions are gone through, but not with sufficient vigour and definiteness.

Science.

More or less of Science, or of a scientific kind of Object Lessons, is very common, and, even where it is no more than accurate measuring and weighing, with correct recording of weights and measures, it is not only useful and practical, but tends to form habits of truth and accuracy in many ways.

The exercises of the pupils might frequently be more careful, and are, too often, not dated; but, in some schools a very good standard is attained. Many teachers, who got short science courses, complain of being expected to teach more than they learned; and others object to sending pairs of pupils from class to science weighing, etc., on the ground of breaking up classes and of pupils idling, etc. Those teachers who get a two years' course in Training should be able to do a good deal.

Both in Waterford and Kilkenny, classes for teachers were held in the new Technical Schools this year, and were eagerly availed of by teachers, who have generally scientific tastes.

Proficiency.

There are many of our schools which attain a very good degree of efficiency, and would do credit to any country or any system; nor are these confined to the large town schools, which have special advantages; but, some of the smaller rural schools are conducted with skill, assiduity, and efficiency, and produce striking and most creditable results. There are some, but they are, I think, a diminishing number, that are not satisfactory in some respect or other, and there are few that do not accomplish a fair amount of work.

Ages.

We want better information as to the ages of the pupils in the several standards. The proportion of pupils in the senior standards seems to be about 30 per cent. on the whole. But this varies much from school to school, small and young pupils being found in advanced classes in some schools, while in others, big and comparatively old pupils are found in 3rd., 2nd., and even 1st. standard, hence the necessity for an annual return of the numbers at each age in the several standards.

Organization.

Mr. Coyne remarks:—

Mr. Coyne.

"To enable the limited staff of a small school to cope successfully with the problem of teaching a large number of different Standards, the device known as 'grouping' was instituted and recommended for adoption in all schools where the staff consists of less than three teachers. The system recommended for schools in charge of two teachers seems to be ideal: here, there are four groups at most, to be dealt with by two teachers. If each takes two groups, and so arranges that one group shall be engaged at a 'silent' lesson, generally some written exercise or useful study requiring supervision merely, while the other receives a demonstration lesson from the teacher, the two

kinds being alternated, constant and useful employment is secured during the day. The system for one-teacher schools is less perfect, but is extremely useful when the numbers in the highest Standard are small. Programmes are drawn up to suit both systems. Dr. J. B. Skeffington.

"One would think that a system of organization which affords such help would be warmly welcomed and readily adopted: yet, I found, in many schools, at first visit, that either there was no grouping of Standards for collective instruction in English and Arithmetic, or the system was but partially introduced. Perhaps the teachers feared that as much knowledge would be expected from the lower as from the higher Standard of a group: perhaps they felt that the parents of the children of the lower Standard would expect them to be promoted, at the end of the school year, to the next higher group, in company with those of the higher Standard with whom they worked during the year. At each visit, I have spent considerable time in explaining to them the working of the 'grouping' system, of meeting their objections, sometimes of relieving them of their fears, I trust, with beneficial results."

"The principle of combining Standards is followed in the case of most subjects of the programme. It is extremely difficult to get it adopted in the case of reading. I still frequently find a small Senior Division all standing round one draft circle, but really divided into three groups, each having a different literary reader As a rule, a common history reader is used by all, and generally a common story-book. A good many teachers have, however, been carrying out the arrangements recommended in the Programme, greatly to their own advantage, as well as to that of their pupils. I hope to see the principle generally adopted at the beginning of the next school year. Mr. Bartley.

"Needlework is another branch in which one seldom sees any attempt at collective teaching. I fear this subject does not receive so much attention as it deserves in the Training Colleges. It is not unusual to find trained teachers who seem quite unable to give an efficient class lesson in needlework, and they nearly always undertake the duty, when asked to do so, with manifest reluctance.

"For Drawing, Grammar, Geography, etc., Standards are nearly always combined. Separate exercises in Dictation are sometimes still given to the different Standards, a proceeding which results, not only in loss of time, but in confusion. Of course efficient collective instruction presupposes thorough discipline in the school, a great deal of alertness, and a complete mastery of his subject on the part of the teacher."

I might remark that as to Programmes, Girls' Schools have a good deal more to do than Boys'; thus, Needlework takes 3 hours weekly, Cookery, etc., 1½ hours at least weekly; with all else common to Boys' schools, save Mathematics, not receiving more than one-third of this time. Girls' Schools have also often Irish: this inequality requires adjusting.

There are over 150 Monitors in the circuit, more than 40 of these being in the city of Waterford schools, about the same number in the south section, and the rest in the north section. Monitors.

Mr. Coyne says:—

"The Monitors are being efficiently trained, having been carefully selected, and appointed only in schools which furnish models of good teaching, school-keeping and organization. The criticism lessons are carried out in accordance with the official instructions, and with good effect on the whole."

Dr. J. B. Skeffington.

Mr. Bartley :—

"As a rule, satisfactory arrangements for the instruction and training of these young candidates for the teaching profession have been made, and, I believe, they are faithfully carried out. Their answering on the subjects of instruction is nearly always creditable, and they generally prepare notes for the weekly criticism lesson. Much more attention is paid to instructing them in methods of practical teaching than formerly."

Nearly one-third of the monitors are in the schools of Waterford city, and are generally well trained in the schools, but too few of them go to training Colleges; this is a loss to the service through the cost of training thrown on candidates; and, as monitors are now appointed for three years only, they would furnish more well-qualified candidates than formerly; it is difficult to see why those Colleges should not be *free*, at least to ex-monitors.

Mr. Coyne reports :—

Evening Schools.

"Two Evening schools were in operation during the session 1906-7, in Ring. The pupils attended for the purpose of learning English, Mathematics, and book-keeping; good sound instruction was imparted in both schools."

Mr. Bartley reports :—

"Ten Evening schools were opened in the section, in the session 1906-7. Two of these were closed almost immediately; the remaining 8 were kept open during the entire session. In about half the schools 'additional subjects' were not successfully taught. They appeared on the time table, but the progress made was very limited indeed.

"One school was conducted in a very highly successful manner. The average attendance was over 70 per cent. of the average on rolls, and fairly advanced geometry and algebra were taught in addition to book-keeping and history. In three other schools the proficiency in at least two 'additional subjects' was very creditable.

"At all my visits I found the schools orderly, and the pupils seemed in earnest about their work."

There was no recognised Evening school in the city, but I believe there will be an important one during the coming winter.

Mr. Coyne remarks :—

Cookery.

"Cookery was taught in 14 schools with generally good results; but only those schools took it up in which there was a reasonable chance that the subject could be properly taught."

Mr. Bartley observes :—

"In the majority of the cookery classes examined last year, the instruction was effective, and of a useful character. Cookery is taught in 17 schools."

Cookery is well taught in the Model schools, and in practically all the Convent schools, and is a very popular subject. The pupils, I understand, bring material readily. The pupils,

in many cases, showed much expertness in cooking, and took great interest in the work; this is a very useful branch, and, besides its direct application, gives training in good habits, order, cleanliness, neatness, taste, etc. Dr. J. B. Skeffington.

Mr. Coyne observes :—

"Mathematics are being taken up in schools where the staff consists of at least a master and an assistant: fair progress is made." Mathematics.

Mr. Bartley says :—

"In the classes tested in Euclid and algebra, the progress was fair. Forty-four schools took one or both of those branches."

A very fair course of mathematics is given in the Model schools, Ferrybank boys', and St. Stephen's Monastery, and some other suitable schools. For Euclid, I would like to see a more practical course; and algebra should be early applied to equations.

Typewriting and Shorthand are taught in a few schools. Typewriting

The special subject most extensively taken up was Irish, namely, in about 70 schools; though this year not nearly so many classes are presented for special fees, owing to the conditions not being considered so favourable as previously, and being more difficult to carry out: this particularly applies to the most Irish speaking localities. Irish.

Besides examining a large number of classes in Co. Waterford and Co. Wexford, I dealt with a considerable number in several other counties, and had a good opportunity of judging of the amount and value of the work done in this branch.

One conclusion that impressed itself strongly on me, was that far the best work, both in quantity and quality, was done by the *school teacher* who also taught Irish; several of those school teachers were native speakers from Cork, Kerry, Mayo, etc., so that they were in the best position for enlisting the attention of the pupils. But, even where their Irish was acquired, the school-teachers were much more efficient than extern teachers, though the latter generally came from Irish speaking districts. It is not only that the school teacher has a much better hold over the pupils, who stand more in awe of him, but also that the school-teacher is trained to teach; and as Seamus Pinnéil says, "the trained teacher who makes his subject interesting and suggestive, will do better work with a limited knowledge of Irish, than the unskilled teacher, however profound his knowledge of the language." Teachers.

Some of the extern teachers, indeed, appeared very slow and feeble at conveying their instruction, and sometimes only succeeded in disheartening, and turning the pupils against Irish, as something difficult and repellent. I could give instances of schools, not far apart, in which the contrast of results was

Dr. J. B. Skeffington. — Irish.

most striking; I do not like to mention names, even of the worthy, lest I might seem to pass over others who have also done good work. Perhaps the extern teacher depends too exclusively on the direct method, An Mod Díreach; but as An Doctúir Seagán P. Mac Énrí says "the most perfect results are got by a combination of the Direct Method with grammatical teaching, to children over nine years of age."

There is another matter that should be adverted to; the teachers and managers are frequently blamed as not pushing this subject sufficiently, while the parents are spoken of as anxious for the language; now the reverse is the fact. I have good reason to believe that the parents generally do not want Irish taught, and, especially in the more Irish parts, the parents are frequently opposed to its being taught; were it indeed left to the wishes of the parents, I fear very few schools would teach Irish: in some places it was admitted that it was taught *against* the wishes of the parents, and in one very Irish locality, the parents refused to buy the required books (O'Growney), and even threatened to burn those books when given gratis to the pupils. I have also learned that Irish speaking parents asked the Inspector to put a stop to this teaching of Irish. Moreover, I have ascertained, from the most Irish speaking localities, in almost every case, though the parents know and use Irish, they do *not* speak it to their children; I had very good evidence of this in examining classes in those Irish districts—while most of the pupils were no better outside of the prescribed book than in English speaking places, yet an odd child would show much better knowledge, speak more fluently and answer on common topics, and, on inquiry, I always found that some relatives took a special interest in the child and in the language, and were themselves educated, Such cases show what could be done were the parents at all anxious on the matter, nay, if they did what might well be called their duty to their children and to the language, for nothing could be prettier than the home-taught Irish of some of those little ones, who generally showed taste and intelligence as well; and the Irish of an *educated* old person is very interesting also.

Many, who take little interest in school Irish, are anxious about the derivations of place names, historical names, etc.; and some, who go beyond school work, have the manuscripts and the old Irish of "Eriu," to engage their attention, with its further peculiarities of grammar, history, folk-lore, etc. Most, who cannot even appreciate the written Irish, are strangely affected by the weird music of its songs, which sounds so well in the mouths of children, and all are taken with the Irish step dancing by the little ones, which, for them, is so graceful and healthful. Hence there are few Irish intellects that do not appreciate some of the various aspects of Irish, and no Irish nature that does not sympathize with that ancient language of some, at least, of their ancestors.

Dr. J. B. Skeffington.

If, however, it is to have due time in the schools, it must displace an equivalent amount of some other work; and also if the teachers are to take it up at examinations, it must displace a part of their present programme, as an alternative, not as an extra; and so, if the colleges are to take it up, their courses must be similarly modified. It may be added that, to allow it due value in the promotion of teachers, the Inspectors should be able to appreciate this teaching. The new Irish Organizers could do much to train teachers in Irish. In the De La Salle College it has long been taught, but as an extra, so that only a fifth of the students present it. Professor Aherne, indeed, was one of the first to bring out conversational Leabhar Mion-Cainte. Most of the candidates for training from St. Stephen's Monastery School took Irish at the Easter Examination; and this College last year won the half of all the Board's Scholarships in Irish. Co. Waterford has also, in many ways, aided in the revival; some of its teachers have, for years, done good if quiet work; and several well-known Gaels hail from Co. Waterford.

J. B. Skeffington,

Senior Inspector.

12*th July*, 1907.

The Secretaries,

National Education.

Mr. W. Pedlow.

Ballymena,

July, 1907.

Gentlemen,

In accordance with instructions I beg to submit to you a General Report on the schools inspected in this Circuit during the Educational year just ended.

Circuit.

The circuit comprises about two-thirds of the County of Antrim ; and the southern portion of the County of Londonderry. The coast line extends from Kilroot to Torr Head, and that is the eastern boundary, the Sperrin and Carntogher Mountains form the western boundary, a line from Cushendun to Kilrea the northern, and one from Carrickfergus to Cookstown, the southern. In the circuit are the important towns of Ballymena and Larne, the smaller towns of Antrim, Randalstown, Ballyclare, Magherafelt, Maghera, Draperstown, and a large number of villages with populations varying from 200 to 600. In both Antrim and Derry agriculture is the main occupation of the people. In Derry the farms are usually small, in Antrim they are much larger. In both counties there is no appearance of absolute poverty. In many of the towns of County Antrim the linen industry flourishes, and the factories give lucrative employment to a considerable portion of the population.

Accommodation.

In most of the schools I visited, the floor space is over 9 square feet per pupil, but owing to low ceilings the cubic space is in many deficient. The buildings as a whole could only be classed as mediocre, and some are bad. Amongst those quite unfit for school purposes are Glendun, Carninny, Killygore, Waterfoot, Connaught-ligger, Keenaught, Knocknagin, Ballybriest, and Tyrgan. There are many others more or less unsuitable, and without playgrounds. The greatest defect is want of separate rooms for the teachers. In the circuit there are 385 schools, and in 134 of them there are two teachers, and only one room. In a number of these schools, too, the attendance is over 50. Movable glazed partitions could easily be erected at small expense, but practically nothing has been done during the past year. Managers were expecting for both vested and non-vested schools liberal government aid, and they consequently postponed making improvements. There are now, however, before the Board a number of applications for aid to build new houses. The Antrim and Derry people display little taste about the school surroundings. Loose papers strewn about the playgrounds are much commoner than flower plots. The playgrounds, where they do exist, are little used, and badly kept. Even the flowers in window boxes frequently present a decaying appearance. Slates have to a great extent been discontinued in all schools, and in many they are not used at all. Sanitation and cleanliness are thus very much improved. Few libraries have yet been established, and there

Premises.

Libraries.

are scarcely any appliances for physical culture except for drill. The walls of some schools are cheerful and bright, and decorated with pictures. It would be an improvement to see them adorned with the work of the children. A small beginning has been made in this direction. There is a large number of unnecessary schools in the circuit, especially in the towns. I have had interviews with managers regarding amalgamation in cases where it was desirable, and admittedly necessary. In no case has any action yet been taken. The following table might give an idea of what could be done by way of amalgamation in towns :— Mr. W. Pedlow. Amalgamation.

Name of Town.	Approximate Population.	No. of Schools to which Aid is Granted.	No. of Composite Schools required.
Ballymena, ...	11,000	16	4
Larne, ...	7,000	7	3
Magherafelt, ...	1,400	7	2
Antrim, ...	2,000	6	2
Randalstown, ...	900	4	2
Maghera, ...	900	4	2
Broughshane, ...	600	4	2
Carnlough.	600	4	2
Glenarm, ...	1 000	5	2
Castledawson, ...	550	4	2
Moneymore, ...	500	3	2
Bellaghy, ...	380	3	2

It will thus be seen that in the towns I have mentioned there are 67 schools, where 27 with different departments would be sufficient for the attendance. In some country places the need for amalgamation is equally glaring. I give the following examples : Parade, Craigywarren, and Braidujle are not two miles distant from one another. These might be replaced by a single school. They are all under Presbyterian management. Clough and Dunaghy are separated from one another only by the breadth of a country road, both schools are small, and both under Protestant management. They should be united. Groggan, Seymour's Bridge, and Ballydunmaul are from one to two miles distant from one another. One school in a central position would be sufficient. Moorfields and Clatteryknowes are distant from one another a little over a mile, yet it is proposed to build a new school at Moorfields instead of amalgamating the two schools.

The school-rooms are generally pretty well heated. Even on wet days in summer months fires are provided. The teachers have to bear a considerable amount of the expense, and this is unsatisfactory. Heating.

Mr. W. Pedlow.

Under the head of school accommodation, Mr. Hughes writes as follows :—

Accommodation.

"The supply of schools in the Section is fully adequate to the requirements. There are cases both in the rural districts and in the towns and villages where a better education could be given were the number of schools reduced." . . . "In many of the present buildings there is not sufficient space for the attendance. This over-crowding, together with low ceilings, makes proper ventilation a matter of difficulty and even of danger to the pupils. These low, crowded buildings are in the majority of cases old and dilapidated, and should be replaced by modern roomy structures. An improvement in the premises, too, is badly needed. Too often there is no playground. The out-offices are often badly constructed, built too near the school, and not kept clean. There is one case in which there is no office. The furniture on the whole is improving from year to year In several schools the old-fashioned and well-worn desks have been replaced by newer and more modern types, larger and better blackboards are in evidence, while the present maps contrast favourably with those in use years ago. There is not, however, that appearance of neatness and brightness about the average National School that one would like to see. There are, of course, isolated cases where the school room is made bright and attractive, where flowers and plants are to be seen in the windows, or growing in plots around the playground. ' Many of the teachers have introduced facilities for the personal cleanliness of their pupils, such as basin, soap and water, and towel. These are to be seen in many schools, but are not made use of in all, although the children often come with dirty hands and faces. Libraries have not been introduced into many schools. Appliances for physical culture are seldom to be found with the exception of dumbbells in a few Boys' schools, and calisthenic wands in a few Girls' schools."

Mr. Smyth says :—

"The schools are, as a rule, well distributed where not too close together, and in no place have the pupils to come any great distance to attend school. Most of the school buildings are kept in fairly good repair, but in some of the non-vested schools the out-office accommodation is not of a satisfactory character. Some of these non-vested houses have been built to fulfil a double purpose, a school by day, and a place for holding meetings of various kinds in the evenings, and the chief idea, in most cases seems to have been to provide a good assembly hall, and room for meetings; their usefulness for school purposes being apparently a secondary consideration. Most of the schools of the district are without class-room accommodation, and any one who has spent a day in a crowded room where there are three or four teachers trying to instruct pupils at the same time knows how wearing it must be on the teacher's health and temper, and how distracting to the pupils. The heating of the schools is nearly all managed locally. The pupils subscribe, and the teachers supplement. But though fires have always been provided, the school-rooms were not, in many cases, sufficiently or well heated, as a small fire is insufficient to heat a large room. Playgrounds are not numerous or sufficiently large, and very few have any appliances for physical culture."

Teachers.

The teachers are a faithful and thoroughly honest body of workers, who as a rule are never idle in their schools. There are a very few delinquents who probably contemplate retiring soon, or have other objects in view. Old teachers manage rather unskilfully new subjects, and they see no need for preparation. Again and again they have informed me that they know the programme, and those who make such a statement

Mr. W. Pedlow.

are usually most ignorant of it. The recently trained teachers act otherwise. They want information, and some have requested me to meet them in conference solely for the purpose of gaining information. Preparation for work is what almost all of them do badly. They cannot understand that half an hour's study for daily work outside of school hours would prevent waste of time, and result in increased efficiency. New methods have been adopted very successfully by young teachers, and in some cases by those approaching the retiring age. Writing from head-lines set on blackboard has been manifestly successful, the grouping of standards is becoming greater day by day, and the new subjects are beginning to become old. There is a taste for reading displayed, and a desire to discuss not only educational works, but standard books of literature. The selection of new books yearly in itself necessitates reading, and gives a taste for it. Some teachers have obtained University degrees, and a number of them have benefited by attendance at Technical Schools. Here not only Irish, but English Educational Journals are purchased and studied.

Preparation for work.

Methods.

Mr. Hughes says :—

"The great majority of the teachers are fitted for the important duties they have to perform." . . . "Since the new methods have been introduced the teachers, especially the Principals, have evinced a desire to keep abreast of the times by equipping themselves and their schools so as to carry out the new ideas to a successful issue."

Mr. Smyth says :—

"The great majority of them take a pride in their profession, they have the true interest of their pupils at heart, and are among the most respected members of the localities where they reside. Many of them are students, they have favourite subjects of study, and are all round well informed men."

Attendance.

There is a slow tendency towards increase in regularity of attendance, chiefly due to the fact that school life is now happier and more interesting than formerly, and I may remark what I have noticed in different districts for more than 20 years, that the more efficient the teacher is, the more regular is the attendance. The dread of corporal punishment, which was in bygone times a deterrent, has disappeared. We have now negligence of parents, supposed and real necessity for employment at an early age, a want of knowledge of the benefits of education, as they are not immediate, by a section of the community still semi-illiterate, and an almost complete want of local interest in schools, due to their being almost entirely supported by the State. All these militate against regularity of attendance.

Causes of irregularity in attendance.

Some schools have declined, not in regularity of attendance, but in numbers, and, in rural localities, through the gradual disappearance of local industries, which machinery and imported goods have supplanted. Senior standards in towns have diminished owing to the establishment of Intermediate

Mr. W. Pedlow.

The Compulsory Act.

schools. The Compulsory Attendance Act, owing to many flaws in the working of it, and to the inducement it indirectly gives to terminate school life at an early age, is not conferring benefits commensurate with the expenditure involved in enforcing it. In Ballymena, for example, there are 16 schools; according to the latest returns there is an average on Rolls at these schools of 1867.3 and an average attendance of 1324.9 or about 70.9 per cent. of the average on Rolls. There is thus a daily absence of 29 per cent. The pupils who wish to leave school know as well as possible when they are free from compulsory attendance, and they generally manage to terminate their educational career when the School Attendance Officer ceases to have any control over them. The Act is most beneficial in this respect:—that parents know they must between defined limits of age send their children to school or violate the law, and be punished.

School going age.

In towns and villages children are sent to school at 3 years of age, when they require to be nursed. They are very troublesome to teachers of schools without infants' departments, and who have not suitable occupations for them. In rural localities the age varies from 3 to 6 or 7 years. Most of the pupils leave school when education commences to be beneficial, and when they obtain promotion to the sixth standard.

Health and habits.

Lessons on Health and Habits form portion of the school curriculum, but these lessons might take a practical form. Basins for lavatory purposes, costing only a few pence, are frequently suspended on nails, towels are quite insufficient, wardrobes are small, and garments packed together, and the rooms are not kept at an even temperature. These defects must all be injurious to health, and might be avoided by a little local expenditure. Pressure from the Inspector too often makes the teacher put his hand into his own purse.

Social circumstances.

As regards the social circumstances of the children there is abundant evidence of a struggle for a comfortable existence, no sign of absolute poverty, and little or no sign of luxury.

Eyesight.

Spectacles in schools a number of years ago were almost unknown. Now I should say about 1 per cent. wear them. The eyesight generally is good. I heard a complaint that writing imitations of head-lines set on blackboard was injurious to the eyes, and made inquiries from some teachers, who all repudiated the idea.

Mr. Hughes writes as follows regarding attendance:—

Attendance

"The attendance at the schools appears to be steady, neither increasing nor diminishing. As this country is in a great degree a tillage one, the services of the children are called on during the busy season of the year to assist in the work of the farms. This tends to make the attendance irregular, and lower than it should be. On comparing the numbers in the junior and senior divisions, a remarkable contrast is

apparent. The children are enrolled at the minimum age, but as soon as they reach the fourth and fifth standards are removed from school, few remaining in the sixth and seventh. The reason for this desertion, just at the age when their education could derive the maximum benefit is, that they are required on the farm, or that they obtain employment in the numerous factories that are dotted over the country, or else leave for business in the adjacent towns. In many of the country schools the children are not as neat and tidy as they ought to be, and, worse still, politeness in manner or speech is not insisted on by the teachers. 'Aye,' or 'No,' is the stock reply to a question, and such niceties as 'Sir,' 'Ma'am,' 'Thank you,' 'If you please,' are considered superfluous. On the other hand, they are generally healthy sturdy children. Weak sight or any such physical defect is seldom to be found."

Mr. W. Pedlow.

Manners.

Mr. Smyth gives the following table of attendance for schools inspected by him in the Counties of Antrim and Derry :—

Attendance

County.	Percentage of Pupils on Rolls in Average Attendance.				
	Under 50 %	50 % to 60 %	60 % to 70 %	70 % to 80 %	Over 80 %
Antrim, 78 Schools, ...	—	1	38	34	5
Derry, 99 Schools, ...	12	43	31	7	3

Mr. Smyth says :—

"The Compulsory Act is in force throughout the entire district, but the above table shows that, in the part of the district west of the Bann, its effect is very small indeed. There are reasons both for the small schools, and the irregular attendance that prevails over the southern portion of County Derry. Like most other portions of rural Ireland, it has suffered considerably from emigration, and there are some places where, I am informed, the schools were at one time crowded, but are now left almost derelict, for no other reason, but that there are no children now to go to them. The population of South Derry in 1891 was 58,985, and in 1901 it was 50,912. The irregularity of attendance is closely connected with this emigration question, because, now, nearly all the growing boys and girls either go to Belfast or Scotland and England, or they emigrate to America, or some of the colonies. The result is that there are very few labourers to be had to assist the farmers in their farming operations, and they keep any children at home who can be of the slightest assistance to help in the spring and harvest work, or at the turf-cutting season. About 30 years ago also hand-loom weaving was a common cottage industry all over the district, and the weavers could, at busy seasons, leave their looms to help the farmers; but now there is hardly such a thing known in the cottages as a loom, and there is a corresponding dearth of labourers when they are required. These circumstances all have affected the school attendance detrimentally. Pupils come to school at from 3 to 7 years of age. There are not many pupils who remain long after 14 years of age, and the great majority leave as soon as they can get exemption from the operation of the Compulsory Act."

I have been in no circuit where so little politeness is shown, not intentionally, but through pure ignorance of manners.

Manners.

Mr. W. Pedlow.

Some,—indeed most of the teachers—are both respectful, and polite; there are a few others who, when I enter the schools, remain sitting like statues, and give me a little nod. This is a bad example for monitors. The training of the pupils in this respect is deficient, but I have no doubt, it is improving.

Merit certificates.

Merit certificates have been granted during the last 12 months to 24 pupils who had been for a year enrolled in the seventh or a higher standard. If the existence of these certificates were known to business men, and other employers of labour, they would, I think, be much more appreciated and sought for. They should be a much greater inducement to children to remain at school than ordinary prizes. I have reason to believe the number of these certificates granted will be greatly increased.

Proficiency.

Infants.

In schools with two or more teachers the training of infants is improved, and when a knowledge of Kindergarten occupations is more extensively acquired, infant school life will be happier. There are still too many formal lessons, too few games, and too little story-telling. Many of the object lessons are rather uninteresting, consisting chiefly of questions and answers which soon become known by rote. Where there are separate infants' departments the new programme is fully complied with, and the progress generally very good. There is no tendency now in well staffed schools to keep infants three or four years in the infants' class. Promotions are properly made. In a number of schools the Kindergarten equipment is insufficient, or there are no materials for the different gifts at all. In schools under a single teacher, infants have still during a considerable portion of the day to undergo the punishment of keeping quiet.

Reading, Spelling, and Composition.

The programme in English has greatly developed the smartness and intelligence of the children; not only are the compositions written with better and more thoughtful ideas, but the children, when questioned in History or on the subject matter of a story book, usually answer cleverly, and in a way sufficient to show that they have taken a real interest in their literature. In the senior standards there is far too little silent reading. When all the reading is aloud, the practice that each child gets is insufficient. I have recommended teachers to divide large senior groups for Reading, and to have one section engaged silently at the History or story-book. Dictation, and the writing out of difficult words, occupy too much time. The enormity of mis-spelling a few difficult words that perhaps the children would never use in speaking or writing, is over-rated.

Arithmetic.

Ready thinking has been much developed through the medium of mental arithmetic, to which a few minutes are usually given at the commencement of a lesson. The questions set for practice by the teachers, as a rule involve too much calculation and

are not practical. More attention is, however, given to problems. The work on paper is done too slowly. In very good schools teachers select carefully their questions for demonstration, and explain the different steps taken. In a large number of schools Arithmetic is still treated very mechanically. Mr. W. Pedlow.

Grammar is now taught more practically, and more beneficially. Lists of errors made in speaking and writing are suspended in many schools. One still, however, hears "seen" for "saw," "done" for "did," "them" for "these" or "those," "him" for "I," and so on. The school-room is not yet a place free from ungrammatical English. The home language is very difficult to change, and although common mistakes are corrected again and again, they continue to be repeated. Notwithstanding defects, the children speak more correctly, more freely, and with a much wider vocabulary, than when parsing alone formed the programme in Grammar. Grammar.

As regards geography, the "Notes for Teachers" are too little studied, and the pupils display a very indifferent knowledge of their own country. I have seen neither models nor relief maps in any school. The text book is too much used, and the habit of learning long lists from it common. In this subject the programme is not carefully adhered to. Geography.

Excellent progress has been made in singing. It is taught in almost every school. Twenty years ago it was quite uncommon to find it in any, except Convent and Model Schools. Music.

I regret that elementary science has not occupied a sufficiently prominent place in schools. The instruments show little sign of constant use. The lessons given, judging from the pupils' notes, are insufficient. The compositions are almost word for word the same. Science.

Drawing is a favourite subject and making rapid progress. Drawing.

Mr. Hughes writes under the head of proficiency as follows :—

"The proper teaching of infants, in an ordinary National school, under one teacher, presents a most difficult problem to deal with. Masterly inactivity is, in many cases, the only solution tried. The infants are either left severely alone to pass their time in idleness or, worse still, in charge of an unsuitable senior pupil, under whose tuition they acquire all those faults which are to be found in a badly taught school, and which the Principal finds so difficult afterwards to eradicate. The appointment of a Junior Mistress has greatly lessened the number of those single teacher schools, and the evil of a large class of infants being left to idleness or to acquiring bad methods under a senior pupil. In well taught schools where modern methods have been introduced an increase in intelligence in the pupils is very noticeable. They are more alert, more inclined to think, more ready to give an opinion of their own." Single teacher schools.

Mr. W. Pedlow.

Mr. Smyth says :—

Improvements since 1900.

"The present programme has been in force for a period of six or seven years. Any one who knows our schools at present and who knew them previous to 1900 will scarcely deny the effects which the programme has had upon them :—(1) It has made the schools brighter and cleaner. Never before in the history of National Education has there been so much attention paid to these very necessary points of keeping the schoolrooms and premises bright and clean and sweet. Schools are now regularly whitewashed, not in name only, but in reality, painting is regularly attended to, floors are now scrubbed that previously knew nothing of soap and water. (2) The manners and conduct of the pupils get far more attention than formerly. They are trained to be smart and obedient to orders by drill exercises rather than by the old and now almost obsolete authority of the cane. (3) The health and cleanliness of the pupils as well as the sanitation of the schools get much more attention now than formerly. (4) What have been called the new subjects, have tended to brighten and enliven and give variety to the former drudgery and monotony of school life, as well as to educate pupils in the proper sense of the word, by drawing out the various faculties of their minds and training the various senses with which human beings are endowed.

"Drawing finds a place in every Time Table, and is a most useful subject, as being the basis of most kinds of technical education, training the hand to work, and the eye to see, and bringing the hand to obey the dictates of the eye.

"Infants now get much better attention than ever they did. The neglect of infants was a blot on our system for a long time. These young children came to our schools with minds alert, and they were required merely to sit quiet, a thing in itself quite contrary to child nature. Previous to 1900 a great many of our pupils made no acquaintance with any literary work except the old Reading Books sanctioned by the Board. Now each pupil has as a rule three distinct Reading books. With this wider range of reading material it is not strange, that pupils are now developing a taste for reading which was little known heretofore. The reading of this district is not as good on the whole as in some other parts of Ireland. It is no uncommon thing now to get as good Composition in third and fourth standard as one would formerly have got from the most advanced pupils of our schools. The impression has got abroad that Arithmetic is not so strong a subject in our schools as it used to be, and that our present pupils would make a poor show if tested as they used to be in Results days. In order to test this, with the consent of the teachers, I have lately given the old Arithmetic Cards used in Results days to corresponding standards now, and I have been agreeably surprised with the result. The pupils got through the questions with much greater despatch than formerly, and did them quite as accurately, and generally by better methods than would have been the case in the best schools in the old days.

"The subjects in which I find teachers most the slaves of books are grammar, geography, arithmetic, and object lessons."

Organization.

Teachers are slow to make changes, and too prone to wait for suggestions, instead of taking the initiative themselves. This is especially the case regarding new subjects in schools where Results methods linger. It is a prevailing idea that in a bipartite system one section of the children must be on floor, and another in desks. There is quite too much standing on floor, even when seating accommodation is ample. Too much time is devoted to arithmetic, and too little to reading. Infants are kept much better employed than they were some years ago,

but the want of sufficient Kindergarten materials and other requisites still necessitates a considerable amount of idleness. Promotions of infants are now regularly made, and in reasonable time. They are not kept, as formerly, for years learning to read a little primer. In senior standards the amount of reading done is too little. This refers especially to the History, and Story Book, both suitable for silent work. Other defects are: too much grouping in some subjects, and too little in others, imperfect grouping, and excessive waste of time hearing home lessons. In schools of moderate size children are taken together for music, and for object lessons, when at times they should be divided for the former, and always for the latter. Again, it is common to see three standards grouped for reading and using three different formal Readers. It is a great improvement, however, to find the senior standards, with scarcely an exception, using three books instead of one. It is by no means uncommon to find the first hour of the day spent in hearing home lessons, one half-hour being devoted to the junior section. There is little actual teaching at these home lessons. The occupation of the teacher is questioning, and that of the pupils, answering. With scarcely an exception all the subjects of programme find a place on the Time Tables, and this indicates progress, and a desire to comply as fully as possible with requirements of programme. There is a tendency even where there are two teachers in a small school to leave pupils at particular subjects entirely to themselves. As regards writing, for example, Mr. Hughes makes the following observation :—

Mr. W. Pedlow.

Defects.

Writing.

"The teaching of Writing from the Blackboard is advocated in the 'Notes for Teachers.' Many interpret this to mean putting a head-line on the board and telling the class to copy it into their books either with lead pencil or ink. There is no supervision while the pupils are at work, no pointing out on the board to the whole class the common errors made; no attempt made to have the pens held properly, or to have the children sit in correct position. Unless there is this supervision while the pens are in hand, the blackboard method of teaching Writing is vastly inferior to the old style of head-line work."

Mr. Smyth makes the following remarks regarding organization :—

Organization.

"Some of the older teachers are still in favour of small classes, and one finds eight or nine pupils reading in four or five distinct Reading books, and the same with lessons in grammar, geography, arithmetic, etc. One sometimes finds the teacher instructing three or four pupils, and the others working away by themselves. But the teachers are beginning to recognise that there is a great economy of labour in putting three or four of these small groups into one moderate sized class, and teaching them all together. The teacher's work is thus greatly simplified, and real teaching becomes possible where previously there could only be a system of superintendence. It is quite common now for our third standard pupils to be able to read almost any book intelligently, and in such a case it appears to be the sensible thing in a small school to group all pupils who stand together, so that they share the same lessons. In case of well taught schools where reading is good they will thus share the same reading lessons, the same poetry, the same history. In most of the older subjects the

Mr. W. Pedlow.

tendency is to have too many small classes, in some of the newer subjects the principle of grouping has been carried too far. One sometimes sees a whole school of 40 or 50 children or more, including pupils from 3 years up to 15 or 16, taught the same object lesson, or drill, or singing. In these three subjects the classes are often too large, and contain pupils of such different age and capacity that the lesson is useless to a large proportion of the class, being either too elementary for the seniors, or too advanced for the juniors."

Monitors and Pupil Teachers.

There are in the circuit 98 monitors and 6 pupil teachers. With one exception the pupil teachers are all in the Ballymena Model School. I have been present at a number of criticism lessons. The monitorial notes were pretty good, the criticisms scanty. At these lessons I sometimes made criticisms myself and gave them to the teachers. The arrangements for instruction and criticism lessons are faithfully carried out. In no case can I complain of either negligence or unskilfulness. Recommendations for appointments have not been made by me in any schools that obtained a lower proficiency mark than "Good." With one exception all were "Excellent" or "Very Good." Last year the three year system was not well known. Intermediate pupils had not become familiar with the changes, and the opinion prevailed that a candidate must be a pupil of the school to which recommended. In Ballymena candidates were very few, and I had to accept pupils merely able to qualify. This year I had 11 girls and 5 boys competing for 7 vacancies. Some were thoroughly prepared, and made excellent marks. This indicates that under the new regulations the position of monitor is one much sought for. The instruction of monitors and pupil-teachers is not yet on proper lines. In towns like Ballymena or Larne, and even in much smaller ones, there should be one centre for special instruction, and teachers for each subject of the programme selected. There would thus be a saving of labour, and more efficient instruction. There is a great deal of time and energy wasted in teaching a single monitor, or even two or three on different courses in one school. On this subject Mr. Hughes writes as follows :—

Criticism Lessons

Monitorial appointments.

Monitorial Instruction.

"It would be a great benefit to the monitors as well as a lightening of the work of instruction to the teachers if, as is done elsewhere, the monitors of a certain locality or town were instructed together for an hour daily. The Criticism Lessons should, however, be given in each monitor's own school. Some difficulty has been found in obtaining a sufficient number of candidates for the three years course, owing to the fact that pupils leave school so early. Now that the parents are learning that the age limit has been raised, this difficulty will gradually disappear."

Mr. Smyth says :—

"The new arrangement by which monitors will complete their term of service in three years instead of five is, without doubt, an improvement. I have often been told by experienced teachers that the Five Years Programme gave the monitor so little work to do for the first two years, that many of them acquired habits of idleness during the beginning of their course, from which it was impossible to arouse

them when the final struggle was impending. I have heard Criticism Lessons in all the schools that have monitors except three, and I never called at any school and found that the lesson for the day was not prepared and ready. Sometimes the lesson was good, sometimes indifferent, sometimes the teachers' criticisms were most valuable and suggestive, sometimes almost worthless, but in every case the lesson was carried on as arranged on the Time Table." Mr. W. Pedlow.

In Belfast some years ago I could only occasionally get boys for monitorship. This year I had one who competed on the three years course, answering 92 per cent., for whom, only for one of my colleagues, I could not have procured a vacancy.

It is gratifying to find that a number of the monitors attend the Technical School in Ballymena.

Optional and extra branches have, to a great extent, disappeared, except in schools aiming at "Very Good" or "Excellent." In these, algebra is taught, and geometry in a few of them. The progress made generally is not sufficient to be of practical utility. This cannot be attributed to laxity or indifference of the teachers. It is owing to the fact that pupils seldom remain long in the sixth standard and scarcely any of them reach the seventh or eighth. Mr. Hughes says :— Optional and extra branches Mathematics

"The only optional subject taken up here is mathematics, more attention being paid to algebra and advanced arithmetic than to geometry and mensuration. Even in algebra little more than the four simple rules and easy equations are attempted."

Mr. Smyth says : —

"A little Irish is taught in about half a dozen of the Derry schools about Maghera and Draperstown, but in scarcely any can it be said to be spoken, so that it is practically taught as a foreign tongue. Most of the larger Boys' and Mixed Schools take up some branch of mathematics, generally algebra. This is taught with very fair success in some of the schools, and in two or three there are fairly large classes that have got as far as quadratic equations in algebra, and the second and third books of Euclid."

There are now no Evening schools in the town of Ballymena. The Technical school has to a great extent rendered their continuance unnecessary. At this school education by specialists can be obtained, more profitable, and more practical, than that given at evening schools under teachers who after a day's toil in large schools are not well fitted for further labour. In Mr. Hughes' section 26 Evening schools were discontinued within the last 6 years, and in Mr. Smyth's section the number has diminished from 30 to 6. The want of attraction, and the cram for examination, were the causes assigned for the failure of night schools under the Results system. The real cause here is, that the majority of teachers are unwilling to discharge the two-fold duty of working by day and by night. It was pressure from managers that made many of them open night Evening schools. Diminution

Mr. W. Pedlow.

schools. In many cases efficient teachers feared that the strain put upon them would endanger their promotion through decline of their day schools.

No doubt some teachers of exceptional energy and exceptionally good health can conduct evening schools without deterioration in day schools, but I think almost all are afraid to run the risk of letting the latter decline.

Mr. Hughes says, regarding the diminution of night schools :—

"On making inquiries from the teachers as to the cause, I was told that they found it impossible to keep up the attendance through the whole session, interest flagging greatly after Christmas. In addition to this the teachers found the extra work intolerable."

Mr. Smyth says :—

"In this part of Ireland the number of night schools has dwindled almost to vanishing point."

I am, Gentlemen,

Your obedient servant,

W. Pedlow.

The Secretaries.

DUBLIN,

16th July, 1907. Mr. HEADEN.

GENTLEMEN,

In accordance with your instructions I have the honour of submitting the following general report upon the condition of the schools and the progress of primary education during the past year in Dublin (1) Circuit, of which I am in charge since the 1st April, 1906.

This Circuit differs somewhat in boundaries and extent from the late North Dublin Circuit, known as No. 14. In the City and County of Dublin, the Liffey formed the southern boundary of Circuit 14; Dublin (No. 1) Circuit extends southwards beyond the Liffey through City and County, so as to include 27 schools, with a total average attendance of 3,653·9 pupils, that formerly belonged to the South Dublin Circuit. At the same time, a proportionate number of schools along the northern margin was transferred to other circuits.

The present Circuit is an oblong, bounded on the north by the G. N. Railway from Drogheda to Oldcastle, on the south and west by the M. G. W. Railway from Dublin to Mullingar and thence to Ballywillan, and on the east by the Irish Sea. It includes all North County Dublin, about three-fourths of Meath, and less than half of West Meath. Over this area 373 schools are distributed, 110 of which are within the City boundary. These include 8 Model, 19 Convent, 6 Poor Law Union, and 340 ordinary National Schools.

Schools

In the suburban and rural portions of the Circuit the distribution of the schools is suitable and ample on the whole; but overcrowding exists at present at Ballivor Boys' and Girls', Longwood Boys' and Girls', Rathwire Boys' and Girls', St. Mary's Boys' (Raharney), Curraha, Leixlip Boys' and Girls', Blanchardstown, Glenidan, and Collinstown Boys' and Girls.' Mr. Tibbs, in referring to these cases, writes:—

"When funds are available this over-crowding will no doubt be remedied."

And he adds:—

"There is no unnecessary multiplication of schools in the section. The separate Boys', and Girls' Schools at Fraine, Gehanstown, Johnstown, and Girley, have been amalgamated, and those at Donore are to be amalgamated on the 1st July, 1907."

In the city, however, there is considerable congestion in a number of cases, and on the other hand there are some unnecessary schools.

Mr. Headen.

Accommodation and Equipment.

With regard to the suitability of the houses and of the furniture and equipment generally, it must be reported as unsatisfactory in a large degree. Insufficient class-room accommodation—none at all in many cases; insufficient desks of faulty design, mostly too long and too high, with walking space between desk and seat so that children when writing are subjected to a strain that is most uncomfortable and conducive to curvature of the spine; absence of all effective facilities for ventilation; old-fashioned grates, wasteful and inefficient—a serious defect considering the difficulty of providing fuel; insanitary out-offices built against the school wall, occasionally without doors to the closets and generally without partitions in the urinal—defects that seriously impede the moral and social progress of the children; these are conditions that singly or in company too frequently confront the inspector in his rounds. The remedy is difficult and slow. Most of the schools having been erected half a century ago or longer, the only remedy in fact is a new building; this is all a question of money, and money is not easy to provide. In this regard, however, I am pleased to report progress on a liberal scale in a number of cases during the year. The excellent new suite of class-rooms, for example, erected at St. Patrick's Schools, Drumcondra, at a cost of £4,000, consisting, along with those of the original house, of eleven spacious and lofty rooms opening at either side of a finely proportioned corridor, 125 feet long, 14 feet high, and 15 feet wide, separated by glazed partitions and furnished with every equipment up to date, was opened for use on the 22nd April, 1907. They provide accommodation for 665 pupils, are unique in structure and design, and reflect the highest credit on all concerned in their erection. At George's Hill, a fine new wing, three stories high, providing seven class-rooms—those on each floor being separated by handsome glazed partitions, with a total superficial floor-space of 4,822 square feet, was erected during the past year at a cost of nearly £4,000, borne by the community, and opened for use on the 1st January, 1907. At King's Inns Street between £1,300 and £1,400 were expended in erecting new out-offices and providing a fine play-ground 96 feet long by 44 feet wide laid down in concrete. And in case of seven or eight schools in the city where over-crowding is excessive and where the buildings and furniture are past repair, the managers are only waiting a grant-in-aid to start at once the erection of suitable houses on modern lines. A large number of managers in the rural division are similarly ready to build as soon as a grant has been made to them. In connexion with this subject Dr. Bateman offers a couple of suggestions of practical worth :—

"Suitable schoolhouses are the chief and pressing need in the North Dublin District, and this is especially the case in Dublin city, where, in several of the buildings, school life is passed under very unfavourable physical conditions. I understand that in the two worst cases, and these are superlatively bad, new school-houses will soon be erected. When they are being furnished, it will be well not to have the

desks of uniform height, but to have them adapted to the height of the children, for if the desks be too high, there is undue straining of the arm, which, in children with weak backs, may lead to spinal curvature. It might be well also to fix for all new schools, a minimum sanitary accommodation, as is done, I understand, by the English Board of Education. It must not, however, be understood that the present sanitary arrangements in the district are generally bad; on the contrary, I consider them, on the whole, good, though the accommodation is not always perhaps quite sufficient. In many cases the school floors are frequently washed, but there are exceptions. Would it not be desirable to subject school-houses, which are habitually crowded, to a thorough disinfection during the holidays?" Mr. Headen.

Though a large number of the school-houses through the Circuit are defective in one or more of the points mentioned above, I am pleased to report that my colleagues and myself are everywhere impressed with the conviction that the general aspect of the school receives more consideration now than formerly. Mr. Tibbs writes of his section, and his remarks apply generally to the whole circuit:—

"The houses and premises are, as a rule, in good order; want of funds for the purpose sometimes prevents the managers from having them painted as frequently as is desirable. For the same reason many of the schools are only washed out about once in twelve months. Still there is a marked improvement in the general appearance of the school-rooms. Greater attention is paid to sweeping and dusting, and to brightening the appearance of the walls by pictures and prints. Mats and scrapers have, in some cases, been provided. The walks in the playgrounds receive more attention; and not so many weeds and nettles are visible in out of the way corners. Flowers are grown at most of the schools, and school garden plots are being successfully cultivated at Oldcastle, Gortloney, and Dunshoughlin."

With regard to school libraries Dr. Bateman writes, "they are becoming more numerous," and Mr. Tibbs states—that there are not many school libraries in his section. I had special charge of 86 schools in the circuit myself during the year, with a gross average attendance of 9,679·3 pupils, and, amongst other statistics which I compiled, I find that 27 of these have school libraries with a total number of 4,143 volumes. I am pleased to note that 16 of these containing 1,504 volumes in the aggregate, have been supplied mainly or wholly by the Corporation of Dublin. The teachers report to me in general that these libraries are largely availed of by the pupils of 4th and higher standards, though one complains of the books supplied by the Corporation that "they are not much used—not being simple enough." Libraries.

With regard to physical culture I am in agreement with Dr. Bateman, who writes:— Physical Culture.

"The great majority of the schools have sufficient space for physical exercise. In this connexion, it is much to the credit of the teachers, that they have spent both time and money in acquiring some knowledge of Drill; and have almost without exception in this district introduced it into their schools. Drill, besides its obvious advantages of effecting an improvement in the carriage and deportment of the pupils, develops discipline, teaches the necessity of cooperation, and relieves the strain of mental effort."

Mr. Headen. Teachers.

In this Circuit, as elsewhere, I find the teachers, as a body, discharging their duties with a devotion and an intelligence that are most commendable. Almost universally they are acquiring the habit of making due preparation for the work of the day, of

"Preparing beforehand a weekly syllabus of work to be done, defining the particular lesson to be taught in each branch, pattern for Drawing, etc."

I am quoting from Mr. Tibbs, who adds :—

"The monthly progress records are also, as a rule, regularly filled in. An increasing number of teachers prepare notes on such of the lessons as are novel to them ; and sequence in Object Lessons is better observed."

I am more especially pleased to note the rapid development of a higher professional tone, the objects, aims, resources, methods, and success of the teacher being everyday more eagerly discussed by him than formerly ; and side by side, the development of a rational independence of character which enables him to pursue his work uninterruptedly and confidently during the Inspector's visit, and thereby to secure for himself more completely the respect of his pupils. I cannot better express my opinion further than in the words of Dr. Bateman :—

"Of the teachers' endeavours to improve themselves in skill with reference to the new subjects and new methods, there can be no doubt. Any one conversant with the schools under the Results system, and who compares their present state with what they were then, cannot fail to notice a striking improvement. There is, to start with, less severity. It is, I think, becoming generally realised, that rudeness of all kinds yields to gentle, patient, and firm treatment, and that 'the love which suffereth long and is kind,' will eventually make the roughest gentle."

I cannot omit from reference here the superior devotion and patient zeal with which the several religious communities throughout the Circuit conduct their large and important schools, or the opportunities they afford their pupils of growing up in habits of order, neatness, and social propriety.

Attendance.

In forty-five of the eighty-six schools inspected by me during the year, the attendance is increasing, in sixteen it is stationary, and in twenty-five it is decreasing. The increase is variously acounted for—"absence of epidemic," "superior teaching," "attractiveness of new school," "active exertion of C.C.," etc. ; "sickness and poverty," "fewer children in locality," and strangest of all, "the Compulsory Act," are the chief causes assigned in those cases where the attendance is decreasing. On the whole the attendance is more regular than in former years ; the discipline, while more efficient is less severe, the subjects are more attractive—manual instruction, drawing, singing, the story Reader, and in the higher

standards, elementary science, have specific charms for the average child and make him love the school. Writing on this point, Dr. Bateman states :— Mr. Headen

"Irregularity of attendance is a serious evil; but it is also a serious matter to compel children to go to unsuitable buildings. Additional complexity results from the fact that these unsuitable buildings are generally in poor localities, where children are, I suppose, not infrequently hungry. Is it not cruel to compel a hungry child to attend an overcrowded school? A particular regard for the peculiar claims and difficulties of child life is now one of the salient points of social reform; and it is to be hoped that the problem of educating the offspring of vagrants and ne'er-do-wells, so as to give them a fair chance in 'the morning of life,' may be solved without imposing crushing burdens on the community. Providing a scanty mid-day lunch for hungry children, and compelling unruly children, who systematically play truant, to attend Day Industrial Schools, appear, so far, the best suggestions. The Compulsory Attendance Act is, I believe, in force throughout all the urban and several other areas in this section of the Circuit. The difficulties which the Attendance Officers have to face are too well known to need further repetition. In several localities the attendance is gratifyingly regular, and in a few places like Howth, and Raheny, where the local clergy take up the matter strongly, exceptionally high percentages are reached. At Townsend Street Convent, however, the percentage fell as low as 61.7, which is about 6.3 per cent. below the average for Ireland."

Regarding the health of the children I am in agreement with Mr. Tibbs, who writes :—

"The health of the children is, generally speaking, good. Epidemics of measles and other ailments, to which children are particularly exposed, are not uncommon; but the appearance of the children is by no means delicate; and they look hardy and well cared. Their eyesight is very good; very few children wear spectacles or seem to require them."

Reporting of this circuit generally, the efficiency of the schools and the consequent proficiency of the pupils are gratifying. Of the eighty-six schools in my own section I find that six are marked "Excellent," twenty-six are "Very Good," thirty-two are "Good," twenty-two "Fair," and none "Middling" or "Bad." In Mr. Tibbs' section of one hundred and eighty-seven schools, five are "Excellent," thirty-five "Very Good," ninety-seven "Good," forty-three "Fair," seven "Middling," and none "Bad;" and in Dr. Bateman's section the same satisfactory conditions hold. Proficiency.

The instruction, or I should rather call it, the education of infants, is a matter that receives more intelligent attention in all schools now than heretofore. Object lessons, manual instruction, drawing, action songs, games or drill a couple of times each day, are items in the curriculum of every school at present; but in one-teacher schools the efficiency with which these several items can be gone through is hampered by the difficulty of the teacher making pieces of himself. And hence the general inferiority in this as well as other respects of the Infants.

Mr. Hyaden. one-teacher school. Mr. Tibbs, writing as follows, expresses pretty generally our common opinion :—

"The instruction of infants still leaves a good deal to be desired. The instructions given in the 'Notes for Teachers' have not yet been thoroughly mastered or followed sufficiently closely. Reading, for instance, is seldom well taught by means of the blackboard; and not enough reading matter is got through when the children are promoted to primers. In writing and drawing there is some improvement; paper is more generally used. The Time Tables often assign too much time to 'arithmetic,' which consists too largely in copying out a row of figures and too little in working out easy little sums in concrete numbers by means of the ball frame and blackboard. The connection between the different subjects is not, as a rule, properly brought out in the teaching. Object lessons are given with increased regularity; but when, as in small schools, the Junior Division standards are grouped for this, the infants seldom get their fair share of the teacher's questions."

Reading. My colleagues and myself agree in reporting that in the other and higher standards there is a general improvement in Reading throughout the Circuit. Increased attention is paid to intelligent phrasing, more matter is gone over in the year, and the subject matter, as a rule, is thoroughly made up in all standards. Occasionally, however, I find the teacher questioning on meanings of words and phraseology rather than on subject matter. This to me is always evidence that he has not prepared the lesson thoroughly himself. I must not be mistaken as suggesting that meanings and phraseology are never to be questioned on. It is simply a matter of common sense. When doubt or ignorance exists the language must be explained, but the main point is to train the children to gather information from what they read, and thereby to develop in them a love of reading for the sake of the information gathered. This is never effected by mere verbal criticism.

I have to complain further that many teachers are still without their own Readers. I regard the possession of a Reader, with difficult words and phrases underlined, as well as passages for analysis and dictation, paragraphs phrased here and there, and suitable marginal notes, as complete evidence of preparation in this important subject; and it is the least that should be expected. Dr. Bateman complains that :—

"In a few schools the articulation is indistinct. The indistinctness is sometimes so great that the sense of the passage is completely lost to the listener, but more frequently the consonants are slurred. Every consonant should be enunciated; they are, as it were, what give feature and expression to the words. I suggest that the Reading Lessons be always taken by a member of the recognised staff, for when they are taught by a pupil, much harm results."

Penmanship. Penmanship is satisfactory on the whole. The universal use of the blackboard has contributed largely to this favourable result. But here again common sense should regulate practice. The great majority of our schools are small, and the teacher when alone, or even when there is a second in the

school, is frequently distracted by other duties when the writing lesson is going on. Under such circumstances he cannot give that time and attention to the subject which is necessary if he endeavours to teach writing exclusively by the black-board. Frequently, in my experience, his practice is to set a headline on the board and then leave the children to copy it as best they can. This places them at a disadvantage compared with the condition under which they write a headline copy with the model beautifully executed and immediately under their eye. The common-sense course in such a case should be to use headline copies, but invariably to teach the right formation of difficult letters, of capitals, and of those that may be badly formed by the children, by aid of the black-board. In the infants' class the early stages of writing should, in all cases, be taught exclusively from the black-board; and at every writing lesson the blackboard should invariably stand in front of the class. Mr. Headen.

Composition is also improving generally. The oral composition which is practised directly as such in many schools, and indirectly in object and conversation lessons in all schools, is contributing to this. I find letters more generally correct in form and more neatly written than heretofore, and in a few schools visited, during the month of June, I found most creditable compositions written by the senior standards at the teacher's final examination of his school. There are, however, too many cases in which the subject does not receive systematic handling. The teachers' preparation is inadequate or nil, no sequence is observed in the selection of subjects, and in general the pupils of such schools have no idea of plan or sub-division in writing on a given subject. Dr. Bateman states the point clearly as follows:— Composition and Spelling.

> "In written composition, from fourth standard upward, it would be desirable that the subject be taught on some systematic plan. A group or several groups of subjects ought to be sketched out at the beginning of the year and adhered to. One group would be 'Descriptive Objects.' Heads of treatment for one such object ought to be given by the teacher and written out and committed to memory by the pupils; and the same heads should be used for all the remaining objects of the group. Nature study might be the next group. It should be similarly dealt with. If the group treatment became monotonous, letters on ordinary subjects given once a week would introduce an element of freshness and variety."

Spelling in many schools is poor. This I attribute to injudicious use of Dictation. Dictation may be employed for *teaching* purposes or for *testing* purposes. For the former the passage should be assigned the evening before, with a view to its thorough preparation by the pupils, should be questioned on before writing the next morning, and the black-board should be used to show the spelling of the more difficult words. If these precautions are taken the pupils will write the whole passage correctly by their own independent effort, and it is herein the Dictation as a teaching exercise has the advantage

Mr. Headen.

over Transcription, which is the handmaid of drones. Dictation as a *test* is the writing of a passage not previously made up by the pupils. Once in six months is often enough for this exercise, yet it is the usual way in which Dictation is given every week; some teachers foolishly thinking that the way to teach a boy the spelling of a word is to offer him the chance of mis-spelling it first so that he may then be taught how to spell it correctly. If Dictation is properly used for teaching spelling, no error should appear in the copy-book from beginning to end; but I regret to note that in too many cases I find the Dictation copies abounding with mistakes.

Grammar.

The improvement in Grammar is noticeable in the better written composition. The special teaching consists of analysis and parsing; and in many schools, both are properly dealt with in connexion with the explanation of the reading lesson. The structure of sentences is now well understood by pupils of 4th and higher standards in general.

Geography.

The teaching and its results are improving in Geography also; but in a number of cases the admirable suggestions in the "Notes for Teachers" do not receive the attention they deserve. This is particularly so in connexion with the junior standards. As Mr. Tibbs puts it:—

"There is need for improvement in the introductory stages, which are often conspicuous by their absence."

In the higher standards, however, I am pleased to note that the commercial, social, and political importance of places, their physical features, routes of travel, including the railway systems of the British Islands, etc., are in many cases well taught and known.

The progress in Arithmetic is perhaps not so marked as it should be. There is progress, however. Mental Arithmetic receives more attention than it used, though the questions occasionally are not of a practical kind and are read from a book instead of being dictated "out of the teacher's head." Notation is more intelligently understood; and pupils are beginning to recognise what are called "Decimals" as identical in form and use with ordinary integers. In the higher standards, however, there is not so much ground covered as under the Results system; but that defect is counterbalanced by the fact that the work is less mechanical now, and that problems involving the use of concrete numbers are given from the first and all through, thus leading to a clearer appreciation of the abstract number, and to the power of intelligently applying it to the solution of other and higher problems in concrete back again. But even this progress is not universal. Mr. Tibbs writes:—

"I often find the pupils able to work quite difficult sums taken from the books and unable to state or work quite easy little problems in concrete numbers dictated to them, or to answer such questions mentally. This subject is, however, receiving more careful attention."

Dr. Bateman suggests the cause and remedy for the existent backwardness in arithmetic in the following terms :— Mr. Headen.

"The answering in arithmetic is frequently disappointing. I feel persuaded that the reason is simply that the subject receives insufficient time; it is getting somewhat crushed out of its former prominent place by the necessity of providing time in a short school day for the many other subjects which are now obligatory. Each specialist, be he Science inspector, or Organiser of Music, Cookery, or Needlework, naturally looks closely after his or her own subject, and wants ample time at all events to be given to it. Are there any ways by which we may get more time for the important subject of Arithmetic? I think so. An inspection of the Time Tables shows that home lessons still occupy a prominent position on most, one half hour daily being given to them. These home lessons generally consist of poetry, tables, lists of difficult words, lists of towns, etc. The time spent weekly in hearing them seems to be well nigh wasted. Home lessons should be taken in connexion with the subject to which they refer; tables at the time for arithmetic, poetry with the reading lessons, chief towns, and leading commercial and industrial centres with geography. By this simple device, 2½ hours weekly could be gained, or 10 hours monthly."

Singing and Drawing are improving day by day everywhere. While the brilliant achievement of the choirs of our city schools—large and small—at the annual competition under the auspices of the Technical Education Committee of the Corporation of Dublin, renders it a matter of no small difficulty to the expert judges to award the first prize—by the way it was won by the choir of St. Michans' Boys' School, under the able conductorship of Mr. Bernard Hughes, this year—it is extremely gratifying to see the little boys in the most backward parts of the Circuit joining *con amore* in Modulator and Chart exercises and songs and making fair bid to outstrip the little girls in the perception and rendering of tune and time. Singing and Drawing.

The universal use of the black-board, and the increased confidence of the teacher in using it, are the factors in the progress of Drawing that is everywhere in evidence. In connexion with this branch there are three points I should like to refer to. (1) Personally I regret the complete discontinuance of dotted paper by some teachers. Under judicious direction there is no aid so effective in teaching correct form whether with ruler or free-hand as the dotted copy. No doubt it lends itself to the abuse of children acquiring a habit of drawing lines in pieces, but this can occur only under a careless teacher. (2) I find too there is a confusion of Free-*arm* drawing with Free-*hand* drawing in a great many cases. There are no appliances for Free-arm Drawing in our average school, and to expect small children to draw straight lines six or eight inches long free-*hand*, as I frequently find, is expecting too much. If such a line has to be drawn, common sense would suggest the use of a ruler. (3) Finally, as a rule I do not find curves taught on any principle. The direction of a curve at any point is determined by the tangent at that point, and the sweep of a simple curve is therefore best determined by its Drawing.

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initial and final direction. Again, when vertical and horizontal tangents can be drawn they fix the direction of curves with great definiteness. Principles like these are seldom attended to. The more usual method of fixing the sweep of curves is by three points, with the result that in many schools the curves are full of elbows and without grace or symmetry.

Object Lessons

I have to report fair general improvement throughout the Circuit in the matter and method of object lesson teaching. This is the more satisfactory, not alone from the intrinsic value of the teaching in itself—in training the children to observe, in equipping them with the method and the power of getting information for themselves, in the hand-and-eye training which results from the well directed handling, examination and pulling to pieces of the object, and in the language training, for which this kind of teaching is the golden opportunity, but also from the consequently improved intelligence with which the children apply themselves to every other subject of the programme, and more especially to those which require rapid thought, complete attention, and accurate expression, such as mental arithmetic, explanation of reading lessons, etc. Two or three causes operate in those cases where improvement has not been made. These are—faulty method by which the teaching is wholly didactic instead of being mainly heuristic, want of sequence in the succession of lessons given, and inadequate or no preparation on the teacher's part. Of all the lessons given by the inexperienced teacher few require more careful preparation than the object lesson, and in my experience none get less. In such schools object lessons are absolutely worthless; but these schools, I am glad to state, are few, and are becoming fewer every day.

Elementary Science.

I have no desire to express myself in pessimistic terms regarding the highly educational branch of Elementary Science. Of the eighty-six schools in my own section during the past year it has been taught in twenty-nine to 2,081 pupils, and the teaching in twenty of those has been good or very good, individual experimental work having been done, as well as full and accurate notes written, by the pupils throughout the year. Withal, however, the present programme makes too heavy a demand on the time and resources of our schools; and, reporting generally of the Circuit, I must state that in consequence, the work achieved is of moderate educational value. Without individual experimental work carefully conducted and accurately recorded the value is practically nil; and it is in the skimping of these details the loss comes in. Notes are frequently written in cases where the experiment had not been made by the pupil; and in some cases the experiment is never made by anyone except the teacher, whose teaching is a *lecture* pure and simple. Again, I find the practical application to the arts and crafts of those principles experimentally established occasionally overlooked. For example, recently in a

school where this branch is efficiently taught the pupils told me there would be no difficulty in pumping water or even mercury from a well 100 feet deep with an ordinary suction pump. I quote from Dr. Bateman regarding this subject in a one-teacher school :— Mr. Headen.

"Bad teaching in Elementary Science is worse than no instruction, it is therefore unwise to require teachers untrained in this subject, or teachers who failed to qualify at the end of an Organiser's course, to introduce the subject. Unless there is an expressed local desire, Elementary Science ought certainly not to be introduced into a one teacher school."

We are in agreement that the organisation of the work in the schools generally shows improvement. In practically all the smaller schools the standards are grouped for all subjects except Arithmetic. Occasionally, however, we find that while the standards are grouped for reading the story and history books, separate literary readers are used by the pupils of each. The advantages of grouping are fully recognised by the teachers; but the distinction of standards based mainly on the progress in Arithmetic is still properly maintained. Yearly promotion from standard to standard is needed to stimulate the pupil and to satisfy the parent; and the teachers of the Circuit are fully aware that unless these yearly promotions, which are determined by their own examination of the school in June, are adequate, a satisfactory merit mark cannot be awarded at their annual or general inspection. Organisation.

I am pleased to be able to report that the training of the monitors throughout the Circuit is most efficiently attended to. The weekly criticism lessons are given with due formality, and the monitors' teaching notes are well written and carefully supervised. It is therefore but natural that of the twenty-one fifth year monitors of my own section examined for Kings' Scholarships this Easter only one failed, while all the rest passed in either first or second class. Monitors.

The following Table gives details regarding certain subjects, so far as the eighty-six schools examined by me are concerned; and the figures indicate fairly the proportion for the three hundred and seventy-three schools of the Circuit. Optional and Extra Subjects.

SUBJECT.	TAUGHT.		SUBJECT.	TAUGHT.	
	IN (No. of Schools.)	TO (No of Pupils.)		IN (No. of Schools.)	TO (No of Pupils.)
Cookery	17	1042	Irish	22	2716
Laundry	3	149	History	61	2673
Bookkeeping	37	760	E. Science	29	2081
Mathematics	28	711			

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In addition to the number stated in above Table, Cookery has been taught during the year in sixteen of Dr. Bateman's schools, and in thirty-eight of Mr. Tibbs', making a total for the Circuit of seventy-one schools. This is very gratifying. The rapid spread of this useful branch of education of girls is a healthy sign. The subject is essentially one for the primary school; as indeed all that training which is concerned with the formation of habits of neatness, tidiness, order, and economy, should be seen to when children are young, and not when the growth of years has hardened them in notions and habits that no amount of lecturing at technical schools or elsewhere can enable them to unlearn or discard.

Irish is likely to be taken up in a larger number of schools next year.

Evening Schools.

There were nine Evening schools in operation in Dr. Bateman's section during the past year, and of these he reports that seven were conducted "with more or less success." In Mr. Tibbs' section Evening schools were opened last autumn at Multifarnham Boys', Longwood Boys', Gortloney, and Oldcastle Girls' National Schools. Teaching at the first-named was discontinued in November, owing to poor attendance. The average for the session at the other three were, at Longwood 15, at Oldcastle 10, and at Gortloney, 29. At Oldcastle, good, practical instruction was given in Cookery and Dressmaking.

I have the honour to be,

Gentlemen,

Your obedient servant,

W. P. Headen,

Senior Inspector.

LONDONDERRY,
June, 1907. MR ROSS.

GENTLEMEN,

In pursuance of your instructions I beg to submit a General Report for the year ended June, 1907, upon the schools of the Londonderry Circuit, of which the city of Londonderry is the official centre.

I took charge here on 1st April, 1906. The circuit includes the Inishowen peninsula of Co. Donegal with the portion of that county lying east of a line from Lough Swilly to Lifford. The southern boundary running in a curved line from a little north of Strabane and taking in ten schools in the parish of Donagheady, Co. Tyrone, crosses Co. Londonderry at the Sperrin Mountains, and meets the river Bann some two miles south of Kilrea. Crossing the Bann this boundary line strikes east by north and ends at Torr Head in Antrim taking in the last mentioned county, the baronies of Upper and Lower Dunluce and part of the barony of Carey. The circuit is divided into two sections : the dividing line between these runs nearly north and south and is approximately traced by the river Roe, though some five or six schools of the eastern section lie on the west bank of this river. The Circuit. Sections.

Mr. Bannan has charge of the eastern section since April, 1906. Mr. W. J. Browne had charge of the western section from April, 1906, until 31st August, 1906, when he was succeeded by Mr. W. Kyle. The schools permanently in charge of the senior inspector are the Model Schools in Londonderry, Coleraine, and Ballymoney, together with St. Eugene's Cathedral Convent School and St. Eugene's Boys' and Girls' Schools in the city of Derry. Excluding these there are 183 schools in the western section and 184 in the eastern section.

The schools in the city of Derry are substantial structures, and though none of them are planned in accordance with modern educational ideals, they could for the most part with a little outlay provide satisfactory accommodation. At least four of the city schools are held in hopelessly unsuitable premises; two of these occupy the basements of churches and two others have such structural defects and are so dilapidated that repairs are out of the question. School accommodation.

In the new buildings to replace three of these bad structures it is to be hoped that questions of amalgamation will be considered. During the past year Rt. Rev. Monsigr. McFaul, P.P., completed two superior schools, Waterside Boys' and Girls'. Externally this block of buildings presents an attractive appearance while internally the class-room arrangements are in conformity with modern educational requirements. The prevailing defects in the city schools are the undue size of the main rooms and the inadequate size and unsuitable furniture

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of the class-rooms. A movement has begun in the past year towards remedying these defects: two schools have been divided by glazed partitions into rooms of more adequate size, and there is reason to hope that the example recently set by the Commissioners in dividing the main rooms at the Model School into serviceable class-rooms will have a good effect.

Taking the circuit as a whole, adequate floor space is provided for the attendance, and except in one or two instances in the city congested attendance is practically unknown.

Many of the rural school houses of the circuit are of the very humblest type and compare very unfavourably in style and surroundings with the newly erected cottages for labourers. These mean buildings have far reaching ill effects: they lower the social position of the teacher, and, by rendering education of little account in the eyes of ignorant parents, they tend to foster deplorable carelessness in the matter of school attendance. North Antrim in particular has a large proportion of these inferior school buildings, but in several instances in that locality matters are in progress towards the provision of improved accommodation.

On the question of school accommodation Mr. Bannan observes:—

Unnecessary schools.

"The most striking fact in connection with the question of school accommodation in this section is the excessive number of schools. In almost every part of the section the schools have been multiplied beyond any reasonable necessity. The excess does not arise as elsewhere from a preponderance of the double school type—there are only twelve such pairs of schools in the section—and but to a comparatively small extent from the desire of each denomination to control its own schools. Admitting the principle of denominationalism to its fullest extent, the educational wants of the population of the section could probably be fully supplied by one-third or one-fourth less than the number of schools at present recognised. Some slight progress has been made during the year in the direction of diminishing the number of small schools which are plainly unnecessary. Grants have been withdrawn from Wesley Place (Ballymoney), Tergoland, Drumachose, and Cooleyrammer Schools, and Movanagher Boys 'and Girls' have been amalgamated. Lismoyle Boys' and Girls' will be amalgamated immediately, and in two or three other cases preliminary steps have been taken towards the erection of new buildings, each of which will supersede two or more existing schools.

"Nearly all the school buildings are kept in good or in fairly good repair. The average rural schoolhouse is not attractive in appearance either externally or internally. In a large number of cases the ceilings are low, and the ventilation is consequently imperfect; the windows are too low and too small; the furniture is of a rough, antiquated type, and the supply of maps, blackboards, and other teaching appliances is meagre. In a few cases the schools are unprovided with out-offices; in a much larger number these structures are of a very unsatisfactory character. They are frequently too close to the main building, and in many mixed schools there is no proper separation between the approaches to the boys' and girls' offices.

"I have been surprised to meet with a number of cases in which the teachers considered the demands of cleanliness satisfied by the sweeping of the schoolroom two or three times a week, but I am glad to note that these cases are few, and that as a rule the schoolrooms are kept clean and neat. Occasionally, however, one is forced to

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suggest the desirability of the equivalent to a 'spring cleaning.' Nearly all the schools are now provided with some form of lavatory arrangements. As a rule, the schoolrooms are sufficiently heated in winter, but I have met with instances of the absence of fires in very severe weather, and in one case of a school with two teachers the classroom could not be used during the winter, as the local resources were taxed to the utmost in supplying fuel sufficient for one fire."

In regard to school accommodation Mr. Kyle reports :—

"In the mountainous districts there are, as is unavoidable, a few families who live at a considerable distance from the nearest school, but, on the whole, the section is well supplied with conveniently-situated schools. There are, indeed, a few localities where the number is unnecessarily large, resulting not only in needless expense but in loss of educational efficiency. Such schools, being small, suffer from frequent changes of teacher or still more from the permanent incubus of a bad teacher; discipline is relaxed, and the diminutive classes deprive the children of the stimulus of emulation.

"In the great majority of schools the floor space is sufficient or ample—sometimes superabundant.

"Of the houses, regarding them as the abodes of teachers and children for several hours per day, about 20 must be classed as unsatisfactory from their situation, their state of repair, or their inadequate provision for light and ventilation.

"Desk space is usually provided for about half the pupils that the school could accommodate. In many rural schools this means that the whole or the great majority of those in actual attendance could be constantly seated in the desks. It is the exception to find desks graduated in height, and except in infant schools or infant departments infants are seldom provided with suitable desk accommodation. There is almost always a supply of the essential maps. Where singing is taught one generally finds a modulator, but not always music charts.

"The supply of blackboards is generally small, having regard to the use that might be made of them, but very often more than sufficient for the uses to which they are actually applied.

"I have found the majority of the schoolrooms kept clean and tidy, though it must be said that the exceptions were unexpectedly numerous. The floor is generally brushed regularly, but too often this is improperly postponed till the morning; it is also washed as a rule at least two or three times every year. I have been astonished, however, to meet with cases where no such washing has taken place during the occupancy of the present teacher—in one case exceeding 25 years. Dirty windows, dusty tablets, untidy tables and presses, while not common, are less of a rarity than they should be. On the other hand, one recalls with pleasure the considerable number of rooms in which not alone is there a complete absence of all that might offend the eye, but prints or pictures on the walls and flowers in the windows give a bright and tasteful appearance. In rural schools flowers are grown in a few of the plots, and a beginning is being made in some more.

"Personal cleanliness of the pupils is usually attended to so far as to insist upon their coming to school clean in the morning. A basin, a towel, and soap are also not uncommon, but so far as I have observed they are seldom used."

Unnecessary schools.

The undue multiplication of schools referred to by my colleagues is a deplorable educational evil in rural localities, but in such areas there is at least some show of excuse for their existence on the ground that younger children should not be obliged to walk long distances to the nearest school. In passing it may just be mentioned that it is surprising, when the

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denominational interest is at work, the calls in the way of walking long distances that are made upon young children, and the wonderfully loyal endurance shown by the children in responding to such calls.

In this circuit however, as elsewhere in Ulster, it is in the towns and villages or in their immediate vicinity that undue multiplication of schools has assumed its most injurious and wholly indefensible form. It is hardly necessary to specify instances of this grave abuse. There is scarcely a town or village that I have visited in the circuit where education would not distinctly advance if managers could be persuaded to come to some practicable working arrangement by which a fairly large and reasonably well equipped and adequately staffed school would supersede two or more small struggling schools. This reform could be effected without even approaching the thorny question of denominationalism as between Catholics and Protestants.

School gardens.

The sites of the schools are seldom of a character to facilitate the establishment of school gardens or garden plots. I have met with only some ten instances of well kept garden plots; but the practice of window gardening is extending and likely to extend, as well kept plants in pots or in ornamental boxes greatly enhance the attractiveness of a schoolroom. In some instances these plants are availed of for giving object lessons. In this connection I have widely recommended the introduction of a hyacinth in a clear glass vase—in flower they are quite ornamental—and they afford material for an admirable object lesson on the growth of plants.

Heating.

In the city and in urban localities generally, coal is the fuel in use and the schools are adequately heated and fires lighted sufficiently early in the morning. The rural schools are largely, and in some localities, as Inishowen and North Antrim, solely, dependent on peat. The almost universal practice of storing this fuel in the porch, or worse still, within the room, is very unsightly. Peat also is slow in heating up the rooms so that in the forenoon hours the rural school compares very unfavourably with the urban school from the point of view of comfort. The absence of porches in a few of the oldest rural schools is another source of discomfort, as the pupils are thus obliged to remain for lengthened periods exposed to draughts. Again, most of the older schools of larger size have only one fire-place, and this is usually situated in one of the gables; so that a considerable proportion of the children have only their sense of sight to assure them of the presence of a fire. In schools of the character just referred to children suffer grievous hardship when, as so often happens, they arrive at school drenched with rain. It is an accepted physiological fact that "every ounce of nutriment needlessly expended for the maintenance of temperature is so much deducted from the nutriment going to build

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up the frame." Hence this combination of rain-soaked clothing and rooms that in the morning hours, at least, are inadequately heated, must have very bad effects on the physical development of large numbers of pupils. Cleanliness of the rooms is receiving increased attention, and wire mats to assist in keeping the floors clean have been largely recommended and are coming into pretty general use.

Physical Drill is carried out with more or less success in all schools, but comparatively few are provided with elementary appliances for physical culture : those in use are dumb-bells or bar-bells : sometimes sets of both these appliances are found in the same school. I have not seen Indian clubs in use in any school in the circuit.

The teachers

The factor that above all others makes for the success or lack of success of the school is the teacher. No accumulation of adverse circumstances can render the work of a born teacher unsuccessful. I have before my mind the case of a school that as a building has almost every possible defect, nevertheless, the Principal and Assistant by thoroughly sound work, based upon careful and unremitting preparation, have overcome all disadvantages, and the instruction and training I have not found surpassed and indeed seldom equalled, in the most favourably circumstanced schools. The teachers of the circuit as a body are giving very faithful service. Many show themselves eminently qualified for their professional work both as teachers and school-keepers. Large numbers are contending against heavy odds arising from irregular attendance, cheerless depressing surroundings, poor accommodation, and meagre equipment; yet—not uncomplainingly it may be—still with an endurance that commands respect they struggle on, evincing an honest interest in the welfare of their pupils and an eagerness to adopt suggestions from the inspector for the improvement of their work. Of course in such a large area including widely differing conditions of life and unequal opportunities for improvement, and for assistance in study, very varying degrees of acquirement and efficiency must be found among such a large body as the teachers; but what mainly differentiate the successful and unsuccessful teachers are earnestness of purpose and preparation for work : such preparation should of course include the study of good manuals of method, while a thorough acquaintance with the suggestions in the Notes for Teachers would also be most helpful. Small note books with the work prepared and dated for each day are coming into use pretty extensively. Teachers are beginning to realise that this gives definiteness and aim to their work; that they will thus come to school with a clear conception as to what they are going to teach and how they are going to treat it, and that at the close of the day they will have the satisfactory feeling that arises from "something attempted something done." Teachers who have fallen in with this plan assure me that by its adoption the interest of their work is greatly increased and its worry

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New programme.

considerably lightened. The merits of the new programme and new methods—alike in their freedom and their demand for intelligently directed effort are establishing their popularity among a steadily growing body of the teachers. I take this to be the most hopeful omen of their ultimate success. Under this system and these methods there is a chance in our schools for the brighter boy or girl such as never existed under the results system, and hence the clamant necessity for some provision under which such natural gifts might become a national asset. Some system of bursaries should be established enabling the poor man's genuinely gifted child to go forward as his bent might lie, either to the highest technical training, or the best culture of the University.

Teachers.

Mr. Kyle has a high opinion of the merits of the teachers, especially the principals of the city schools. He observes :—

"Of the teachers generally I have formed the opinion that by their attainments and their natural or acquired aptitude for imparting instruction the great majority are fit for their position. There are, however, a few who can only be regarded as misfits, and where continuance in the service is neither for the credit of the profession, for their own comfort or for the good of the rising generation. I am unable to say to what extent systematic reading, whether on general or professional subjects prevails. The impression gained is that it is not very common—that many, especially in the solitude of the country, yield with a too fatal facility to the deadening influence of routine, and losing the learner's attitude and freshness of mind, lose also an all-important requisite of the successful teacher. From this point of view the years immediately after training are a critical period, and it were much to be wished that young men and women should feel on passing the final examination as King's scholars that they have done no more than lay the foundation of an education."

Mr. Bannan concurs in the opinion already expressed in this report as to the merits and qualifications of the teachers.

Attendance.

The total available pupils over the rural areas of the circuit show on the whole a falling tendency consequent on the diminishing population. I have communicated with the Secretaries of several School Attendance Committees and they have been good enough to supply me with some figures showing the effects of compulsion in the areas under the jurisdiction of their committees. There is a unanimous opinion among these Attendance Committees that the existing law is not sufficiently stringent.

One Secretary writes :—"My committee consider there is too much preliminary work before an effective prosecution can be brought. They consider also that the costs of obtaining an order should be borne by the defaulting parent, and that in repeated cases of neglect there should be power to impose heavier penalties."

The percentage of average attendance to average on Rolls in the County Borough of Derry was 74.8 for the year ended December, 1906 : for the previous year it was 77. The falling off in attendance for year 1906 is attributed to the prevalence

of measles during that year. This Committee administers the Act with much vigilance, and the attendance appears to be better than that of any similar area in Ireland: still 25 per cent. of those on Rolls admittedly absent every day leaves much room for improvement. In Londonderry No. 1 Rural District the centesimal proportion of attendance to number on Rolls is 69; considerably higher than the average for the whole of Ireland. This Committee claims to have been able to put a stop to the hiring out as agricultural labourers of children under 14 years of age, a monstrous practice which prevails largely in the Inishowen peninsula of Donegal. Mr. Ross.

According to the statistics furnished by the Secretary for the Ballymoney Rural District the total attendance in the area administered by his committee has increased about 8 per cent. since compulsion came into force. This gentleman who is also Secretary for the Ballymoney Urban District states, what I believe to be a pretty general experience, that the cases of offending parents fall largely under two heads:—Careless ignorant parents in the rural areas, and vicious drunken parents in the urban areas. Both classes of defaulters require to be much more sharply dealt with.

The attendance in Coleraine Urban District shows that 72 per cent. of those on Rolls were in attendance for the year ended December, 1906: before the introduction of compulsion the corresponding attendance was 65. In Coleraine Rural District the centesimal proportion of attendance to numbers on Rolls before the introduction of compulsion was 57; for the year ended December, 1906, it was 70.1. In this area an epidemic of measles during the last six months of 1906 had an adverse effect on the attendance.

There is I believe no manner of doubt that for the areas enforcing compulsion in this circuit, low as the percentage of attendance is, matters would be immeasurably worse if no compulsion existed.

The enforcement of the Act, in rural areas at least, goes far to secure that all children within the limits of age are on the Rolls of some school.

Statistics of much higher value in regard to compulsion would be available if the pupils between 6 and 14 years of age were kept apart in the Roll Books and Report Books of the schools.

Mr. Kyle finds in regard to attendance that:—

"Many schools are liable to periodical fluctuations with considerable change in the *personnel* of the pupils, on account of half-yearly migrations of labourers; while in the poor districts of Inishowen the children who ought to form the upper standards are hired out by their parents to farmers at a distance for the summer, and attend school only for a short period each winter. In the latter season bad roads, scanty clothing, and inclement weather combine to prevent many of the juniors from attending, so that in effect teachers in these districts have to deal with two sets of pupils."

Mr. Ross.

The age of admission varies widely with varying circumstances. In working class localities in the urban districts pupils come to school as early as the limit of 3 years will permit. The average age of admission over the circuit is probably between 4 and 5. Mr. Bannan is strongly of opinion that in schools other than infant schools, or those with infant departments, children should not be admitted until they reach their sixth year.

Mr. Kyle finds the age of leaving school in this circuit to be very low, and in striking contrast with his experience in south-west Cork.

Teaching of infants.

There are twelve infants' schools and 19 infants' departments in this circuit. I have visited practically all these, and all are doing work that may be classed as at least good, though in no single instance could the accommodation be described as satisfactory, owing to the lack of class-rooms and the total absence of properly equipped rooms for babies.

In some of the larger schools and departments this absence of class-rooms necessitates several teachers being simultaneously at work in the same room, a bad arrangement in any school, but an insuperable barrier to full success in an infants' school. The most obvious fault that I have had to notice in the training of the infants is the tendency to repeat orders indefinitely, and to give little heed to the character of the obedience rendered to such orders; whereas, the practice should be few orders and these simple, well defined, and followed by a tactful but firm insistence upon absolute and complete obedience. Story-telling, the most attractive and most profitable of all forms of occupation for very young children, is gradually commending itself to the commonsense of the teachers of infants. By story-telling and by improved methods generally a promising start has been made in the training of infants in oral English. In a word the children are now beginning to receive more or less training in correct and clear speech: in this circuit we are as yet, in my opinion, only in the initial stages of this reform, and I could hardly class it yet as more than praiseworthy intentions inadequately fulfilled. In no department of teaching is preparation more absolutely necessary for successful instruction than in dealing with infants. In this connection I have frequently to urge the importance of consulting special works in method and familiarity with the suggestions in the Notes.

Apart from the important question of preparation the chief points in which I have found it necessary to offer suggestions to the teachers of infant schools and infant departments have been oral English; proper position of the pupils in desks at writing and correct hold of pen or pencil; the earlier introduction of paper at writing and drawing lessons and the more skilful use of the blackboard at these lessons; also more intelligent methods in introducing early ideas of numbers.

In most of the ordinary schools without infant departments the training and instruction that I have observed in the past year still leave much to be desired. The appointment of Junior Assistant Mistresses has done something in a large number of schools to raise this department of the work from its former deplorable condition, yet this step forward has not had the success it merited owing to local remissness in supplying the schools with suitable appliances for providing infants with occupations. The almost total absence of class-rooms and the faulty structure of the desks in ordinary schools are also great impediments in the way of successful infant instruction and training. Mr Ross.

Mr. Kyle sees great room for improvement in the treatment of infants in the generality of the schools he has inspected especially one teacher schools. Usually in such schools the infants are put in charge of a succession of senior pupils whose services are rather those of a peace officer than an instructor. He adds :—

"Reading tablets are gradually being discarded in favour of the blackboard, and though crude and unskilful attempts are not infrequent, a few teachers have already developed creditable skill in its use. It is being recognised that in teaching a child to read its native language what has to be done is to make familiar to the eye what is already familiar to the ear: that there should therefore be a close connection between oral expression and reading, hence that the child may be led to form the sentence which is afterwards printed before him. By thus making him a partner in the conduct of the lesson his instinctive love of doing something is utilised and gratified, his interested attention is secured, and the rate of progress is a revelation to those accustomed to the dreary drip of *a, n, an ; o, x, ox.* I have not found much done except in infants' departments and a few large schools for the training of the hand and the eye, little beyond writing and drawing being attempted, and these only in a somewhat perfunctory fashion and on slates. In the great majority of the schools it is practically impossible to provide a succession of varied occupations with short lesson periods and frequent intermissions."

Mr. Bannan considers that few Junior Assistant Mistresses are equal to the duty demanding so much skill as training and teaching infants successfully ; he finds, except in infant schools and infant departments that this portion of our educational work seldom rises to a satisfactory standard.

Such instances of defective eyesight of pupils as have come under our notice have been quite exceptional and do not call for special remark. Eyesight

Owing mainly to the general introduction of story readers and books of general interest, Reading is advancing in fluency and intelligence, though over most of the circuit, but especially in North Antrim, training in distinct audible speech requires vigilant attention, and here one might paraphrase with some aptness an extract from Milton's tract on education :— "We Ulstermen, being far northerly, do not open our mouths in the cold air, but are observed by all other Irishmen to speak General proficiency English (Oral).

Mr. Ross.

exceeding close and inward." Much however can be done in the schools to overcome this tendency. Within the past year I have met several instances of schools drawing their pupils from the same village, or from closely neighbouring school districts; in the one set, speech was mere indistinct mumbling; in the other it was clear, audible, and distinct, while every word could be caught without the slightest straining of attention.

A fundamental defect that had hitherto characterized the teaching of English was the failure more or less complete to give the children a good working vocabulary. Much attention was given to the spelling of a word, none to its application. This I think has been combated with some measure of success by myself and my colleagues in the past year. Practice in the application of words should begin at the earliest stage of school life, and should be persistently followed up in all standards. Again, nearly every branch of the school programme can be availed of to train the pupils in expressing themselves in clear, distinct, intelligent statements. This practice paves the way for successful teaching of written English. The last mentioned subject has, in my experience, made more of an upward move recently than oral English. At least three written exercises weekly in composition from fourth standard upwards is the amount we are aiming at in the circuit. The correction of written exercises is now receiving more effective attention than formerly, though the best results from this are often lost through the teachers failing to insist upon adequate subsequent revision by the pupils of the errors committed. The defective grammar and faulty forms of expression occurring in these efforts at written English should be used—without of course identifying those who blundered—for the purpose of grammatical instruction. These errors, a natural product, afford much more profitable and practical lessons than the artificial errors manufactured by the compilers of text books on grammar. A weekly blackboard exercise devoted to the revision of errors of the character referred to, forms in my opinion a valuable training for the pupils. While, as has just been stated, all subjects in the programme may be utilized in training the pupils in the correct use of oral English, none affords greater opportunities towards this end than arithmetic. I am glad to be able to note at least a dawning realization of the possibilities in this direction of well taught arithmetic. At all blackboard demonstrations the pupils should be called upon to state clearly how each step in the work is arrived at; mental exercises should be frequently dealt with in a similar way; where this is overlooked and the pupils are never called upon to state how their answer was obtained some of the chief educational values of this exercise are lost. Again, pupils working exercises in any particular rule in arithmetic should be called upon in turn with the books open before them to describe how each of a number of exercises should be worked, the blackboard being at hand for necessary illustration or elucidation of the steps in the processes.

English (Written)

Arithmetic.

Mr. Ross

The chief defects that I have observed in the teaching of arithmetic during the past year have been the absence of intelligent instruction in notation in standards I. and II.; failure to connect mental work and written exercises in these earlier standards; insufficient resort to easy problems, and in the higher standards inadequate or unskilful use of the blackboard. My colleagues find that arithmetic in the lower standards shows improvement, and that in the upper standards mechanical calculation is, as a rule, reasonably quick and accurate.

Geography.

The instruction in geography, except in the case of a school here and there, under a teacher of pronounced ability, still follows too closely the lines of the old results programme. The suggestions in the "Notes for Teachers" are too often ignored. An examination of the Progress Record combined with presence at a geography lesson in almost any school will amply prove this. A chief difficulty appears to be to arrive at a well thought out scheme planning the portion of the subject that should be dealt with each month of the educational year. I have for some time been considering such a scheme dealing with Ireland, and treating the subject on the lines suggested in the "Notes"; also connecting the instruction with suitable exercises in composition. If the homeland were successfully dealt with other countries could be taken up on the same lines, but, of course, with much less detail. I have submitted this syllabus to some of my most experienced and successful teachers, and have invited their criticisms and co-operation. Though a fairly adequate equipment of ordinary maps is found in most schools, physical maps are scarce, and relief maps non-existent.

Drawing.

Freehand drawing is now taught in all the schools. The merit of the instruction as a rule varies between fair and good. Its chief defects are too late introduction of paper; the use of dotted paper beyond first standard; want of variety and of progressive advance in difficulty in the exercises; also too free use of the rubber. Blackboard teaching is extending in this branch. In a few schools mechanical drawing is successfully attempted.

Needlework

In needlework we find that collective teaching by demonstration lessons is not sufficiently attended to. Under the present system of inspection the use of "pieces" of sufficient size to show the work of a pupil for a considerable period is an absolute necessity.

Singing.

Singing is a popular subject in which good work is done.

Object lessons.

The giving of a successful object lesson calls for peculiar ability on the part of the teacher. Unhappily the burden of giving these lessons in our schools frequently falls on the shoulders least able to bear it. Junior assistant mistresses

Mr. Ross.

possessing attainments barely equal to those of a sixth standard pupil, and with their own powers of observation largely undeveloped are not competent to exhibit object lesson teaching in its most attractive form. Yet by preparation beforehand the majority meet with reasonable success, and I have frequently heard good lessons given by these teachers. Speaking generally the object lessons that I have heard in the past year, no matter by whom given, seldom showed either in matter or in style sufficient appreciation of the excellent suggestions given in the "Notes for Teachers."

Elementary Science.

A considerable proportion of the schools have received equipment grants for science, and in these work is done that ranges from fair to excellent. The schools doing the best work are mostly those in Derry city and in the larger towns. I am glad to be able to record that some of the girls' schools are conspicuously successful in this branch.

I am strongly of opinion that a most popular and completely successful course of experimental lessons could be introduced in large numbers of the rural schools if a small grant of apparatus were made to suitable schools. The course of experiments should be so planned as to have a direct bearing upon the constituents and productions of soils.

In Ireland the vast bulk of our schoolboys will ultimately engage in agricultural pursuits, and they would be likely to take a more intelligent interest in their life's work if during their school days their minds had been directed to the consideration of interesting scientific facts upon which agricultural operations should be based.

Organization.

The practice of grouping standards which until recently was confined to object lessons, drawing, singing, and manual instruction, has considerably extended as its merits have become more generally recognised. In many small one teacher schools I have found it necessary to show the organization best adapted to grouping, doing away with draft teaching, and introducing arrangements by which all the pupils are seated and under effective supervision when at work. A great field of usefulness is open in this way for a staff of organizers. In the less satisfactory schools we observe a tendency during the instruction of groups to keep the teaching on a level fitted to the lowest standard of the group to the disadvantage of the more advanced children.

Monitors.

The instruction of the monitors in their prescribed programme and the supervision of their studies continue to receive adequate attention. Criticism lessons are now given regularly. The notes are fairly well drawn up by the monitors —though I should like to see more evidence of thought and individuality in most of these efforts. Their supervision by the teacher is usually adequate. Not only several lessons of this character at which I have been present, but also the practical tests in teaching of pupil teachers and fifth year monitors have

given me a favourable impression of the work that these lessons are accomplishing. I have recommended the pupil teachers and monitors in drawing up their notes to keep clearly before them the aim of each lesson, and teachers and monitors have been asked to consider at the close of each lesson how far its aim has been achieved. In one large school I found that the character of the criticism lesson, and the method of procedure at its delivery were absurdly misunderstood, but at a more recent visit a better appreciation of this duty was shown. Mr. Ross.

During the year ended June, 1906, pupils were presented to me for examination in mathematics in 8 schools of this circuit: 3 schools also presented pupils in French and 3 in Latin. These schools were all of superior type, and the instruction in these special branches was sound and successful. These branches are still taught in the schools referred to though payment is no longer obtainable. Special branches.

In nearly all two teacher schools under a master, something was attempted in mathematics, usually algebra, with the pupils of Vth. and VIth. standards; in a few of these it has been given up, where experience proved that the pupils could be more beneficially employed at obligatory branches.

I have had opportunities now extending over several years of forming an opinion as to the character of the teaching of geometry in our Irish National schools generally, and I regret to say that I am not favourably impressed. To find large numbers of boys at least 18 years of age supposed to be specially prepared in a short and well defined course who not only flounder hopelessly over the most obvious deductions, but many of whom prove utterly incapable of following the reasoning of an ordinary proposition out of a text book of Euclid, does not speak well for the teaching of this branch.

Mr. Bannan has only one evening school in his section. Mr. Kyle has eighteen such schools. Several of these eighteen were mixed schools attended by young men and young women in large numbers, whose early education had been so neglected that they were much in need of instruction in elementary branches. Evening schools.

I am, Gentlemen,

Your obedient servant,

J. Ross.

Senior Inspector.

GALWAY,

Mr. DALTON.

1st July, 1907.

GENTLEMEN,

In accordance with your instructions I beg to submit to you a General Report on the schools of this circuit for the year ending on the 30th ulto.

The Circuit. The circuit covers practically the whole of the County Galway, and it stretches besides into three of the adjacent counties —Clare, Roscommon, and Mayo. But it has so little to do with these in comparison to the home county that, in fact almost as much as in name, it may be regarded as, strictly, the Galway circuit; and I may legitimately, for the purpose of this report, use the two terms, circuit and county, as if they were interchangeable.

The County. In superficial extent the County Galway might make two or three counties of ordinary size. It has, for example, seven times the acreage of the County Dublin, three and a half times the acreage of Westmeath, and two and a half times the acreage of Limerick—the latter coming near to being, in point of size, an exact arithmetical average for all the Irish counties. From Clifden to Ballinasloe it stretches upwards of 90 miles, across the country: that is, a distance which makes up practically half the width of Ireland. Nor is Clifden its proper terminus on the western side; for the county sends projections some 12 or 15 miles farther on to Cleggan and Renvyle; and, farther still, it has insular fragments of territory scattered along the coast in irregular fashion, and backed by the Bofin group of islands standing well out in the Atlantic Ocean.

Connemara. The western side of the county is marked off broadly from the middle and eastern divisions by many distinctive and interesting characteristics; but, throughout extensive portions of it, population is sparse, and schools are few and far apart. Studded over with lakes and lakelets, that spread in sparkling profusion under the shadows of its mountains, and are picturesquely framed by the heathery carpeting of its ample ranges of moorland, central Connemara is the favoured resort of the angler, the sportsman, and the tourist in search of attractive scenery. But sustenance for human beings is not to be extracted from bare rock and heath; and the inhabitants, therefore, desert the interior wastes and settle along the sea-shore, huddling themselves together in clusters of rude little habitations that vie with one another in the repellant attributes of destitution and wretchedness. Here they live an amphibious sort of life—practising, by starts, a negligent and precarious species of husbandry on their refractory patches of ground, and, in the intervals, either gathering the

weedy growths that fringe the low-reefed shore or fishing the shallow bays and creeks by which the coast is everywhere indented. Mr. Dalton.

Following the population, the schools of the western side of the county are nearly all located along the sea margin. A goodly proportion of them are scattered among the islands off the coast. Thus in the Aran group of Islands there are 10 schools; in the Gorumna archipelago there are 11—a few of which, however, have been deprived of their purely insular character by the construction of a splendid causeway across the narrower parts of two of the intervening straits; in the Bofin group and in the islands off the western coast there are 6; in the islands outside Carna and Roundstone there are 5; and elsewhere there are two. This gives a total of 34 island schools: a number quite sufficient to make them stand out as a special and prominent feature of the circuit. Islands.

To the east of Galway city and of Lough Corrib, the greater part of the county is one level limestone plain that, in uniformity and dulness of aspect, forms a marked contrast to the varied landscapes of the western highlands. In east and central Galway some good arable and pasture land is everywhere to be seen; but it is much interspersed and encroached upon by spreading tracts of bog and marsh; and over one considerable area the naked floor of primitive, glaciated rock lies still exposed, or wears but a partial covering of stunted scrub and herbage. At the south-eastern side the soil improves in fertility, producing, at its best, vegetation of the choicest quality; and, for a rich pastoral prospect, the country for some miles westward of the Suck and the Shannon, between Ballinasloe and Portumna, is, perhaps, as fine as is to be seen anywhere else in Ireland. Agricultural conditions.

Wide and diversified as the county is, when one moves away from the shore population of the west the customs and conditions of the inhabitants elsewhere do not appear to exhibit any considerable variations. One social fact—among the first to challenge observation—I must specially note, as it has a very direct and detrimental bearing on the work of the schools. In many parts of the county the village system of land occupation still largely survives. The people of a townland live together in one or more hamlets, or clusters of little houses, placed at all kinds of irregular angles to each other, each dwelling and its appurtenances helping to deprive the others of the commonest facilities for convenience and decency. A National school of some kind is rarely more than a mile or two distant from the most inaccessible of these villages; but it must be a good one indeed if it is to succeed in refining the taste and raising the tone and habits of children nurtured in such surroundings. The difficulties in the way are obvious; and they are only to be overcome by bringing the children under the continuous and uninterrupted influence of the school Social conditions.

Mr. Dalton.

during the full term of their formative years. But, unfortunately, it is in such localities that the evil of irregular attendance is carried to the most criminal lengths, and for causes that it seems hopeless to counteract. The land is divided according to a peculiar system—a system that exaggerates the worst features of village community life, so far as they are seen in any of its more settled and organised forms. Every acre of ground that a householder possesses will often be partitioned into three or four sub-divisions scattered here and there among his neighbours' tenements; the general result being that a holding of 8 or 10 acres will, not uncommonly, be distributed among 20 or 30 miniature fields, no two of which are conterminous. Every settlement is a network of fences; and every fence is a boundary, to the repairing of which, because of its neutral position, nobody is willing to lend a hand. The few head of cattle belonging to a family can, therefore, be kept from preying on other people's scanty crops and pastures only by a vigilant system of individual herding; and for this duty the children are constantly requisitioned. Numbers of boys and girls who should be at school are thus to be seen every day, each keeping isolated guard over a solitary live animal, not always a cow. In this way the children grow into habits of idleness and truancy, and the school ceases to have any hold on their affections or any real influence on their lives.

School Attendance.

It will not, so far as I can see, be in the power of School Attendance Committees, or, for that matter, of Acts of Parliament, to eradicate the mischief, or appreciably to restrict its operation, until the economic conditions in which it is rooted shall have disappeared. In some places the Congested Districts Board is doing beneficent work by breaking up these village communities and settling the inhabitants in detached and well-built residences, surrounded each by its own separate allotment. But even here it is found that the people do not readily part with the habits of life that have been transmitted down through long generations; and their duty in regard to the schooling of their children remains, as before, too often unrecognised and unfulfilled.

Attendance Committees.

Since I took charge here School Attendance Committees have been constituted in the Tuam and Clifden Rural Districts. So far, however, as I have been able to observe, no appreciable improvement has resulted in the regularity with which the children of these areas attend school. One thing School Attendance Committees seldom fail to do—namely, to put on the school rolls the names of all the children of the school-going age; and, wherever any work of that kind remained to be done here, it appears to have been effectually accomplished. In one remote district of Connemara, containing some half a dozen villages hidden away among the recesses of its glens and mountains, the children previously were, for the most part,

allowed to grow up without schooling of any kind. They have now been driven out to the neighbouring schools, where I have seen some of them who were hardly able to distinguish the letters of the alphabet at the age of 11 or 12 years. In a few schools near this locality the averages have been largely increased, and the accommodation has been unexpectedly overtaxed, in consequence of the wholesome fear begotten by the appearance of the Attendance Officer; but, so far as I am aware, they are the only schools of the circuit in which such a result has been produced. The operation of the Act has brought into greater prominence the need, which I understand has been felt for a long time, of providing a school of its own for the inaccessible district in question; and an application has been made for a grant for the purpose. With this single exception the circuit from end to end is, I think, sufficiently supplied with schools. In two other places that were out of convenient range from the neighbouring schools, new schoolhouses have been recently erected. One of these, Curandrum —situated about midway on the road between Galway and Tuam—was opened at the beginning of this year, and it already commands a good attendance. The other, Ballinruane, lying farther east in the county, is not yet fit for the reception of pupils.

Mr. Dalton.

Owing to a generally diminishing population, the school attendance throughout the circuit at large is rather declining than increasing, and in a few instances the reduction in the averages has led to the amalgamation of adjoining schools. There have been altogether seven cases of amalgamation of double schools—all of them effected voluntarily—within the year; and, as things look at present, it is not unlikely that the aggregate of schools on our circuit Register will continue to be slightly lessened in this way for some little time to come. The net total of schools operative in the circuit at present is 410. Twenty of them, located in and around Galway, are under my own immediate charge. The rest are divided into even numerical divisions, to form the two sections of which the circuit is composed. My colleagues in charge of these sections are Mr. J. S. Mahon, M.A., who works from Loughrea as official centre, and Mr. C. P. Shannon, B.A., whose headquarters is Tuam. These gentlemen have ably and energetically co-operated with me throughout the educational period covered by this report, and have succeeded in organising, on the approved lines, the school-work of their respective sections, to an extent that gives assured promise of increasing progress and efficiency. Mr. P. Newell, B.A., also gave casual assistance during the year, in the inspection of Bilingual and Evening schools and in other forms of special duty.

Circuit Sections and Staff.

The schools might be classified in various ways, and, if there were not so much ground to be covered in a report of this kind, it might be worth while to discuss them in the light of some of the more obvious principles of division that are applicable to

Classes of Schools.

Mr. Dalton.

them. The special features of certain natural groups to be found among them might, not unreasonably, also claim some notice. Thus the island schools already referred to—over 30 in number—have, as would be expected, many common and instructive characteristics. On the Monastery and Convent schools, again, of which there are about 20 in the circuit, some more or less pertinent observations might be written. I do not propose, however, to delay long, on the present occasion, over classification and class description; but I cannot leave this branch of the subject altogether without giving some account of one interesting set of schools which are being brought into increasing prominence by recent salutary reforms in our school programme.

Irish, and Irish districts

These are the bilingual schools; and I may begin by saying that they are much more numerous in fact than they are in name. Up to the present 21 schools of the circuit have been placed on the official bilingual list; but there are fully twice as many more in which the teaching is, or ought to be, conducted largely on bilingual principles. These schools all lie within the boundaries of an area in which Irish is still exclusively, or mainly, the spoken language of the people. It will conduce to exactness and to clearness of understanding if I define the area. Its focus is the Gorumna island chain, flanked by the Carraroe peninsula on the one side and by the Kilkerrin promontory on the other. Throughout the three parishes of Rosmuck, Carna and Carraroe, Irish is spoken as universally, and almost as exclusively, as it was in the days when the native chiefs of Iar-Connaught held sway in these far-off regions. Eastward through the parishes of Knock and Spiddal the language survives with but slightly diminished vitality; and its tones are constantly heard in the daily intercourse of the people the whole way into Galway, and even along the wharves and through the streets of Galway city itself.

West of Moyrus, the limit of the Carna parish, the language is freely spoken, but in perceptibly lessened quantity, by the fishing population of Roundstone and its environs. After this its echoes become feebler and less frequent until the corner of Slyne Head is doubled, when they die away altogether. The thickly inhabited coast-line to the north and south of Clifden has ceased to be an Irish-speaking, or even a bilingual district; and in the Bofin Islands—the *Ultima Thule* of our circuit—the language is, I believe, almost as little known. I must not of course, omit the Aran Islands which, in a catalogue of the Irish-speaking quarters, are always entitled to a foremost place. The Middle Island is, perhaps, the least shaken stronghold of the language still anywhere to be found; but, in parts of the North and South Islands, English seems to be making visible advances towards gaining the ascendant.

Outside the places I have mentioned spoken Irish survives, though not in its pristine activity, nor yet with equally distributed vigour, along the northern and eastern shores of

Lough Corrib. The proximity of water seems, somehow, to make it cling to the soil with a more tenacious adherence. Northward, where, amid scenes of rare beauty, the waters of the two lakes, Corrib and Mask, all but join, its range takes a wider sweep; and from Cong to Kilmaine and Ballinrobe—around the ancient battle-plain of Moytura, marked out for all time by its wide-parted and wonderful monuments of stone towering to the height of pyramids—and from thence to Headford, and farther on towards the approaches of Tuam, Irish is still very largely the speech of the fireside and the market-place. On the other side of the lakes it is strongly entrenched among the fastnesses of the Maam Turk and Partry Mountains, and has outposts planted around the rugged slopes of the statelier Twelve Bens; but it has retreated from the more open country beyond, leaving behind but faint and scattered traces. Mr. Dalton. Irish districts —*continued.*

These are the Irish-speaking districts, properly so called. Outside of them stray remnants of the language are discoverable here and there, in out of the way nooks and corners, throughout the entire county, even to its most easterly border; much in the same way as patches of winter snow linger for a while under banks and hedges after the broad surface of the deposit has been washed away by the melting rains of early spring. But the localities are of such irregular occurrence, and of such shadowy outlines, that they would need a much more exhaustive scheme of enumeration and circumscription than could be attempted here.

Over a good round half of the county, I should say, bilingualism of some kind or other is still a living fact; but, beyond the limits of the Irish-speaking districts proper, it is but rarely a fact conforming to the conception of the official programme. The programme contemplates a bilingualism by which, in the habitual speech of the people, the two languages would, so to speak, combine along vertical lines and planes. The bilingualism found in those places from which the Irish language has receded is rather the junction of horizontal strata of different composition. Of the three generations represented in a family the grandparents will generally have the native tongue, and that alone, fluently at command. The parents will be more or less at home in either language, but, unless when in conversation with their elders, will lean to the use of English. The children, while not unable to follow an Irish speaker, with less and less ready comprehension, will but rarely use an Irish phrase themselves, and then only when they cannot help it. When the ebbing tide of Irish speech is nearing this stage in a given school area the critical point for a scheme of bilingual teaching is at hand. With each succeeding year the introduction of such a scheme becomes less and less practicable. But, rather surprisingly, nobody then seems disposed to attempt or desire its introduction; and everybody resigns himself to the assured expectation that the day of the less fortunate language is drawing to an end, as if its extinction were the fulfilment of an inevitable doom. Bilingualism

Mr. Dalton.

Bilingual Programme.

The adoption of the recognised bilingual programme has not, except in the case of one Monastery and two other schools, extended outside the purely Irish-speaking localities; and, within these localities, the programme is operative in not more than one-third of the schools. The bilingual schools in the official sense are, in fact, confined to two parishes. In several of the other schools the teachers work, to a considerable extent, according to bilingual methods. It is a necessity that they should do so if they are to teach effectively—if, indeed, they are to give any real teaching at all to the younger section of the pupils. The managers, intimately acquainted with the lives and ambitions of their people and with the many disabilities attaching to their humble lot, and realising but too painfully that every door leading to material advancement is closed against them unless they are supplied in the schools with an adequate English equipment to open the locks and turn the hinges, hesitate for the present to adopt the bilingual programme: imagining, perhaps, that, as it comes to them laden, to half its capacity, with their own home-grown language, the programme is but engaged in the idle occupation of "carrying coals to Newcastle"; and, possibly, not yet perceiving that, for the attainment of the object they have in view, a sound elementary training in the English language—which everyone is agreed to impose as a *conditio sine quâ non* on teacher and pupil—the unilingual method is the clumsiest, the most irrational and the most hopelessly ineffective. The bilingual method conforms to the old pedagogic principle of proceeding from the known to the unknown; contrast and comparison—the agents that make the smallest growth of ideas and of knowledge psychologically possible—are ready to aid the pupil at every step of the process, until, in the result, he acquires the concurrent and intelligent use of two tongues, each serving to illustrate and enlarge the application of the other, and both combining as complementary members of one completed and valuable linguistic endowment.

Irish-speaking Teachers.

I shall have a word or two to say presently as to what happens when the unilingual method is followed; but, as it is followed in its absolute and uncompromising form only where the teachers, being themselves monolinguists, are unable to use any other, I had, perhaps, better dispose of a question that naturally thrusts itself upon us at this point: viz.—how comes it that exclusively English-speaking teachers are placed in charge of schools frequented by children one word of whose language they scarcely understand? Into the history of this question it would, of course, be out of place for me now to enter. I will merely note that the anomaly which it propounds—and, when considered in the light of any but the most retrograde educational theory, a very glaring anomaly it appears—has long existed in our western school system, and is likely to maintain its ground there as a fact of some size and weight for a considerable time to come. Against it has been directed a recent regulation of the Commissioners which, as a

practical reform, is most admirable in its conception and intent. But, unfortunately, the new requirement, that teachers in Irish-speaking districts must have a conversational knowledge of the vernacular language, cannot as yet be rigidly applied; and it is to be feared that the modifications which circumstances continue to render necessary in its application will go far towards nullifying its operation. Teachers possessing the desired qualification are, in fact, not to be had in sufficient number. This arises from two causes. The Irish-speaking districts do not send out a large supply of teachers of their own making; and now that Irish is so widely studied through the country, and that many people are willing to pay well for competent instructors, these teachers are able to turn their time to such profitable account elsewhere that they cannot be induced to remain in their native places. If a choice is offered between Dublin and Connemara few people will be proof against the more glittering attractions of the metropolis; and a good teacher who is a native Irish speaker has now little difficulty in securing remunerative employment, if not in Dublin, at all events in some place offering a career of larger scope and variety than is to be had on a bleak roadside in furthest Connaught. Hence there is a dearth of applicants possessing the newly imposed qualification for teaching appointments in the Irish-speaking districts, and the official requirement has, perforce, to be again and again relaxed; and thus it happens that teachers have still to be imported here from the other provinces to take charge of schools even within the scheduled Irish-speaking area. Mr. J. P. Dalton.

I have found schools here, even remote island schools, where English is as foreign to the understanding of the younger children as French or German, conducted by teachers who, after perhaps 10 or 20 years residence in the place, were still unable to frame an intelligible sentence in Irish. Earnest, devoted teachers some of them are and, considering the extraordinary difficulties of the situation in which they are placed, wonderfully successful. By patient and unremitting iteration, continued day after day, the infant pupils are brought in the course of a year or two to associate a vague meaning of their own with the easier English vocables. But, until they reach the second standard, the language of the teacher is scarcely more to them than a jumble of undistinguishable sounds—*vox et preterea nihil*. After that stage they acquire some little command over it as a vehicle of thought: but a vehicle that will convey only the artificial and bookish ideas which supply a semblance of intellectual content to their empty school life. On the road—in the playground—even when quarrelling or perpetrating their childish breaches of discipline inside the school—they revert to their own language. They will read and assign meanings to English words, and appear—at least to an undiscerning Inspector, who cannot penetrate the unfamiliar covering of their actual working intelligence—to understand them. But, at the end of their brief school course, English is Unilingual method.

Mr J. P. Dalton.

still to them but an unhandy and unready weapon; and, when they pass from the school to the life and work of their homes, they fling the weapon altogether away. In a few years, if they remain at home, they will probably have parted with their entire stock of school English; but for those of them who emigrate before leaving the adolescent or the plastic period of life—and they are, by far, the majority—it serves as a working basis in the foreign land, from which their own natural powers are not slow to develop a practical acquaintance with the language which had hitherto evaded them; and the few who revisit their native place will, generally, be demonstrative enough in exhibiting their acquired command of the American accent and idiom.

Bilingual Schools.

The bilingual schools proper have but recently been raised to their new dignity, and it is, perhaps, somewhat premature to subject their work to formal public criticism. I have been through them all, making such use as I could of my own modest stock of Irish, laboriously acquired a good many years ago, when Celtic studies were far from being as universal or as fashionable as they have since become. Imperfect as my acquaintance is with the venerable, though elusive, tongue, I may feel thankful that it has enabled me to form opinions for myself on the design and texture of the teaching—if not to measure the suppler movements of the children's intelligence —which may, perhaps, claim expression at another time, with a view to guiding the instruction to serviceable purpose. Many of the teachers are, necessarily, deficient in linguistic training; and their maiden efforts are, not unnaturally, more or less tentative and timid. I may, however, postpone a more searching analysis until the scheme is fairly launched; the more excusably as I have, perhaps, already dwelt at undue length on this branch of my subject. The importance of the topic, indeed, bespoke more than a mere passing notice; and its claim upon me had a sanction apart from the bare, official duty of the occasion. For I gratefully acknowledge that the presence of the living Irish language in so many of the schools has supplied my inspection work here with, at least, one new and keen interest that was lacking to my previous educational experience, long and varied though that had been.

Teachers

The teachers here differ much, just as they do everywhere else, in skill and competency; and the circuit staff furnishes representatives of all the varying grades of efficiency, from bad up to very good or excellent. As Mr. Mahon, in his report to me on the work of his section, truly puts it: —

> "There are men and women who are an honour to their profession, and some who are not. There are teachers whose whole heart and soul are in the advancement of the children entrusted to their charge, and others who seem to care for nothing."

In a few cases during the year the Commissioners found it necessary to withdraw salary from teachers because of continued inefficiency. In a small number of other cases it is to

be feared that the like extreme measure may have to be resorted to in the interests of the pupils who, unpitied, and indeed I might almost say uncomplaining, are denied the educational benefits that they have a right to expect. On the question of efficiency, school and teacher, of course, stand or fall together; it being the test of a good teacher that, unless under exceptionally adverse circumstances, he should maintain a good school. From tables compiled by my colleagues, combined with the results of my own annual inspections—extending to just 100 schools—I find that, during the past year, about 60 per cent. of the schools of the circuit were graded "good" or "very good," about 30 per cent. were graded "fair," and about 10 per cent. were graded "middling" or "bad." Excellence we have, as yet, attained to only in a few isolated instances; though, in the east and north of the county, I found a fair number of schools that, I expect, should be able to secure "very good" or "excellent" when their organisation has been remodelled and adapted to the present requirements, and when certain gaps hitherto existing in their courses of instruction have been filled up. At the western side only a small percentage of the schools rise above mediocrity; but it must be said, in extenuation, that the children of the littoral zone are all withdrawn from school at an early age, and hardly ever get beyond the 4th or 5th standard. A large number of the teachers, east and west, deserve to be commended for their zeal and assiduity, and particularly for their prompt and unquestioning compliance with the suggestions of the Inspectors. In these qualities they do not fall behind the teachers of any circuit in which I have ever worked; and it, therefore, follows that it would be an Inspector's own fault if his time among them were not both agreeable and useful. One sovereign virtue, however, has not been developed in the circuit to the highest degree of which it is susceptible: I mean punctuality. During the past fifteen months I have seen more instances of the belated opening of schools, and of teachers being behindhand in their morning attendance, than had previously come under my notice in the same length of time anywhere else. Mr. J. P. Dalton

Nor can I say that the general condition of the school-houses and premises impressed me very favourably on my first making acquaintance with the circuit. There is no part of Ireland where epidemics make more havoc among young and old than they do in this county. In Galway itself, and along the villages of the western seaboard, fevers of the worst type are frequent visitors. Not a year passes but one hears of an outbreak of typhus here and of typhoid there; and these dread scourges have laid such a deadly grip on certain selected localities, in particular, as to stamp them with the terrifying repute of plague spots. We are here, I might say, in open and active war with disease; and the self-protective measures that prudence dictates even among the most healthful communities should carry with us the same imperativeness as the instinctive impulses that drive the inhabitants of a besieged town to School-houses.

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shelter themselves from the shells of the enemy. Yet, in the face of all that, I am afraid we too often look with an easy and indifferent tolerance on the most powerful ally that disease possesses, namely dirt. I have had frequently in the schools to remonstrate strongly with teachers on the uncleanly and ill-kept condition of the rooms, the closets and the premises generally. I am bound to say that this unpleasant duty has to be discharged much oftener in Boys' schools, or in schools under masters, than in schools conducted by mistresses. Many of the Girls' school-rooms are patterns of taste and cleanliness, presenting, too often, a gratifying contrast to the slovenly and grimy appearance of the school-room next door. I am occasionally told, when I point reprovingly to a blackened floor coated with a thickening incrustation of mud, that it is impossible to find anyone to do the scrubbing. That is bad enough; but the situation becomes much more hopeless when I am assured, as I have sometimes been, in reference to another floor perhaps little, if anything, less filthy, that it was scrubbed a week or two before. The acceptance of the two statements would not be as self-contradictory an act as might, at first sight, appear. The former is calculated to suggest the apprehension that scrubbing is becoming a lost art; and the latter, so far as it goes, stands to confirm and establish the theory. Fortunately, however, schools are still to be found, possibly under the same roofs, or in close neighbourhood, with those which the fates are supposed to have condemned to incurable squalor, where one can see any day that scrubbing of the honest, thorough-going sort is still regularly practised—scrubbing that brings out the sweet, wholesome fibre of the pure white wood.

Cleanliness.

For my present purpose I single out the floor specially, for in the matter of cleanliness the floor is really the index of the school. Boards which get impacted with clay, kneaded into their surface by the trampling of the pupils, are constantly throwing off their unstable burden in the form of dust which, in finer or coarser particles, drapes the furniture, stains the walls and charges the atmosphere of the school-room. It lies heavy and disregarded on window ledges and tablet-rails, in the bottoms of presses and in all the more hidden corners and recesses. When an epidemic of any kind breaks out the germs that had desisted for a season from their ghastly work are ready to propagate themselves anew in the favouring conditions of every ill-kept school; and, once a few of the scholars get stricken, the poison is liable to spread through a whole country-side. And even when the black cloud passes away, and the epidemic is again in abeyance, the teachers and scholars who are daily and hourly breathing a dust-laden atmosphere are bound to pay the penalty in impaired health and enfeebled constitutions.

"Health and Habits."

I am hoping that the systematic study of the principles of hygiene in the schools will do much to remedy, if it does not

wholly banish, the state of things I have been describing. We have made it our business to see that the subject is introduced into every school here in, at least, its less exacting form, "Health and Habits." The teachers generally, I think, have provided themselves with the necessary manuals and text-books, and are preparing themselves to give the instruction, as far as possible, practically. They have no difficulty in recognising that mere theoretic teaching in such a subject would serve no useful purpose, to compensate for the burdensome addition it would make to their already well-loaded time-tables. Yet, the practice that directly connects such instruction with the lives and habits of the children, they are strangely apt to overlook. Personal cleanliness lies at the very root of practical hygienic training; and, for its exemplification, what more suitable illustrative apparatus could be brought into use than a lavatory stand nicely fitted up with its appropriate, and easily procured, belongings? Lavatory arrangements of some kind or other are beginning to find a place in a good many of the schools: though I fear they are rather intended for show—in their present inchoate condition, I could hardly say for ornament—than for use; and even for exhibition purposes their value may not extend beyond suggesting a coming compliance with the troublesome inspection requirement. Mr. J. P. Dalton.

It used to be said—I believe on the authority of the old Latin phrase-books—that it takes seven years to make a lawyer. The evolution of a decent school lavatory is almost an equally tedious process. It would weary if I were to tell how hesitatingly the individual appliances come together, each article awaiting, perhaps, another Inspector's visit before it makes its grudging appearance. The very initial inquiry on the subject will often be met with the reply that there is a good pump near at hand, or a fine stream of water "there below." It cannot be denied that nature is everywhere most bountiful in bringing her health-giving agencies within our reach. But she cannot show us how to differentiate ourselves, in our appreciation and use of them, from the untutored inhabitants of less civilised lands. The conversion of these natural advantages into refining and beautifying domestic influences, permeating and moulding the lives of the people in an ever increasing degree—that is, I think, a most proper and obligatory function of the people's educative institutions. Yet it is not merely that our conceptions of the true scope of education are, in some respects, narrower than they should be. Our conceptions, at the widest, fail of realisation because the educational methods to which we commit them are liable to be deflected by a perennial and fatal bias. It is not uncommon now, some twelve months after the addition of this newest school subject to our programme, to find boys and girls in the higher standards who can talk and write learnedly about recondite facts and abstruse generalisations of physiological science. They can explain the structure of the skin, and number the multitudinous pores that cover every spot of its Lavatories.

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surface, and tell the why and the wherefore of what is to happen if these microscopic channels are not kept freely open and active : and, all the while, the hand that writes the informing essay may bear palpable evidence that it has scarcely been acted on by soap and water for some days before. What fatuity is it—one sometimes cannot help wondering, both in and out of schools—will have us wear ourselves in the effort to make barren words pierce the understanding and subjugate the will, without once bringing to our aid the plain, pregnant example that would teach with ten times the power of the wisest precept or the most eloquent discourse?

Organisation.

The circuit, when it passed to me on the 1st April, 1906, was not quite homogeneous in its composition. It had just been reconstructed from fragmental portions of three circuits; and, in our inspection charge, my colleagues and I became the successors not of the staff of a single circuit, but of some six or seven individual inspectors. It was inevitable that we should find, in a circuit so constituted, some local varieties of practice in the school-keeping, and some inequality in the positions to which the schools of the constituent areas had advanced. It became, therefore, a leading duty for us, to endeavour to unify the circuit by introducing throughout an organisation in accord with the latest official ideas on the important matter of practical school management; and a good deal of our time during the past year has been devoted to showing teachers how to design their working arrangements so as to produce, with greater ease and certainty to themselves, a more assured and satisfactory educational result. A simple mode of doing the business would have been to impose on the schools certain definite systems of organisation previously perfected by ourselves; but this is a way of proceeding which, I fancy, few experienced inspectors will choose to adopt. What we have aimed at doing was to put the teachers in possession of the underlying principles by which they should be guided in the comprehensive handling of their work. Principles in the broad sense are of universal application; and to ignore them in any of the higher fields of effort is to surrender oneself to empiricism, to aimlessness, to failure. Foresight, directive power, sureness of aim and steadiness of grip—in a word, mastery of one's work—what are these but the all-sufficient knowledge of principles translating itself easily and pleasantly into action? But the adaptation of principles to the particular work in hand belongs primarily to the person who has to achieve the work. He may fail once, twice, or many times. But if he is bent on succeeding, and is not devoid of the natural capacities needed for the task, he will learn from his mistakes, and by means of them win a permanent command over the difficulties of the problem by which he is confronted. It is to the teacher who is going through this self-educative process that an Inspector can be most useful. But if, with the laudable ambition to be of the utmost usefulness, he is tempted

into taking the teacher actually by the hand and leading him by the nose, he will but perpetuate the helplessness that he seeks to remedy. Mr. J. P. Dalton.

In some districts we found the organisation still following the old, disused lines; and it became necessary for us to begin at the very beginning and to show the teachers how to group the standards for collective lessons in the various subjects. That peculiar shyness of the grouping principle, and hesitancy to come into close quarters with it, which had marked the first advent of the revised programme some few years since, still survived in many places here; and the apprehensions that had been dissipated elsewhere were given a longer term among some of our teachers by their total inacquaintance with the thing which they dreaded. The "grouping" idea has, so far as I know, now been put into practical working in all the schools throughout the circuit. But, of course, it has not been applied with the same happiness of understanding and the same precision of accomplishment in all. Now and again I find schools in which, after the organisation has been laboriously recast, the grouping is merely nominal: in which, in fact, the old system continues to masquerade under the guise of the new. The teacher, for example, imagines that he has solved the problem so far as the reading lessons are concerned by setting two or more standards to read together, while each standard retains its own distinctive reading book. Again, even in schools where the idea has fairly taken root one finds traces, here and there, of the abuses which the reformed system of organisation was specially intended to cure. Drafts will be seen at intervals along the walls of the schoolroom, perhaps scattered in straggling fashion before one or more of the maps, on which the pupils are endeavouring to identify at a flying speed the daily list of place names from their geographical task-books; perhaps rehearsing in unintelligible mutterings to an improvised staff of "unpaid monitors" some lesson from their reading-books that they have never been taught to read or understand. Even where the organisation has reached a more advanced stage of development the work of the hour will not always be found planned with that nice eye to adjustment and to feasibility that ensures the steady, progressive and uniform advance of its different parts. The teacher will have an unwieldy division on hands for a paper or desk exercise, with the result that he cannot bestow effective supervision on the performances of its individual members; or, with equally injurious consequences, he will combine too many Standards for a reading or oral lesson. Grouping.

To neutralise the effects of their own faulty arrangements the teachers have often to resort to injurious devices for keeping the pupils continuously employed. Thus, one will put a junior standard for a full half-hour to such work as "preparing lessons," and train them thereby to habits of restlessness and The problem.

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wandering attention; or he will keep a senior division so long engaged at "silent reading" that the occupation in practice proves to be neither reading nor silence. A thoroughly workable co-ordination of lessons throughout each successive lesson period of the day is the consummation to be wished for, and until it is attained in a school the organisation problem will not be satisfactorily solved.

Time-tables

The time-table of the school is, it is obvious, the chief controlling factor in the organisation. It fulfils, in fact, for the working operations of the school, pretty much the same functions as are performed for the mechanism of a clock by the dial-plate and regulator combined. An admirable test of a teacher's organising power is the rapidity with which he will evolve a good working time-table. I have spent many an hour over the time-tables of this circuit during the past year, and if I were to schedule the defects which I have found in their construction I should prolong this report by several pages. The most persistent and the most widely spread defect is, unfortunately, the cardinal one of all—an unworkable co-ordination of the lessons. It may be that the lesson arrangements for a given division or "group" of the school, as set out in their proper column of the time-table, will satisfy very fairly all reasonable conditions. The lessons may follow each other in a well-ordered sequence, desks and floor being brought alternately into requisition, and the severer intellectual efforts being each in turn relieved by one or other of the lighter mechanical exercises that enter into the school work. The scheme of lessons will very generally satisfy the criterion of completeness; though in a considerable number of schools I have found that some important subjects of the Code—object lessons, notably—have been hitherto ignored; and—though less frequently—the distribution of time among the various subjects will have been pretty equitably apportioned. Looked at in this way, column by column, the time-table may stand well enough the ordeal of expert analysis; but, when examined horizontally from the point of view of the judicious co-ordination of the lessons, or the suitability of the arrangements assigned to each lesson period for being carried on concurrently, its structure may, and often does, fail badly.

Success and failure.

Hence a teacher is often found having one section of his school or of his division under efficient instruction, while the other section, through lack of direction or of supervision, is employed to little or no educational advantage. On this point, however, the time-table is not always the source of failure. Many teachers have never trained themselves to do, what every National school teacher should be able to do, viz., to take charge of an oral lesson and of a written exercise at the same time, and to treat both effectively. And, even in the case of a teacher who is well able for the double task, neglect to make previous preparation for the day's work may disqualify him for giving the desk exercise a proper start before he turns

to the oral subject with which it happens to be paired; and, by thus condemning one or both of the associated lessons to perfunctory and inadequate treatment at his hands, may destroy the even and steady balance of the best-planned time-table arrangement. In fact, after all is said and done, the evolution of an ideal time-table, and the perfection on paper of an unimpeachable scheme of organisation, will carry us but a short part of the way. The success of both depends, at every moment of the day, on the will and power of the teacher to realise them in practice; and it is for this reason that he, and he alone, should fashion the school system by which he proposes to labour. Or, rather, the system should fashion itself directly and spontaneously as his work is moulded by the free growth of his thoughts in clearness and order, and should be the visible expression of his own personal aims and needs. Mr. J. P. Dalton.

The problem of organisation gives more trouble in single-teacher schools than in any others. It becomes much simplified when a second teacher is placed on the staff. Even the advent of a Junior Assistant Mistress relieves the question of a good deal of its perplexity. Junior Mistresses have been appointed in considerable numbers in the circuit during the past winter, and many of them are giving useful help in the schools in which they are serving. Some of them had had the advantage of a previous course of training as monitors, and are showing a good aptitude for teaching. The utility of these appointments, as well as of Assistants in schools with more than one teacher, has in some cases been enhanced by the partitioning of the school-rooms. When two or more teachers work together in the same room certain entanglements and disturbances that embarrass the teaching are liable to arise even in well-ordered schools. It is not at all unusual to find a good deal of effective work done under unfavourable conditions of the kind; but very little experience suffices to demonstrate that the teacher who has a room all to himself is placed at an immense advantage in regard to the control and management of his division. Freed from the distractions and interruptions of large noisy school-rooms, both he and his pupils are thus enabled to concentrate themselves steadily on their work; and habits of concentration—among the most valuable products of educational training—can thus be cultivated to an extent that, otherwise, would have been impossible. Junior Assistant Mistresses.

In a few instances I have found single rooms divided into two, but in such a manner as rather to hinder than to help educational convenience. In these cases the partition merely cut off a class-room at one end; and a class-room, though of some use in facilitating the separation of the pupils at certain lessons, does not really simplify the more serious difficulties of organisation. In many respects it only complicates them, all the more if it is half-occupied with a cumbrous gallery. It is not mere class-rooms that are required, but additional school-rooms. Each room should be spacious enough to be worked Class-rooms.

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as a separate microcosm in itself, and should not be condemned by its restricted dimensions to serve as a more or less awkward and unmanageable annexe of another room. When I see, as I often do see, two teachers working side by side in a single room, I always recommend them to so arrange their divisions as if they were separated by an imaginary partition; and this arrangement, with perhaps some modifications here and there necessitated by inadequate desk accommodation, is found to facilitate considerably the working of the schools.

Infant teaching.

The appointment of a Junior Assistant Mistress, as I have said, simplifies immensely the question of devising an effective and comprehensive scheme of teaching for the entire school. By this means, moreover, the hands of the teacher are set free for closer and more continuous work with the senior standards, and instruction of a more advanced and better finished type is rendered possible. But the chief gain is derived by the section of the pupils that, from their helplessness, are most in need of it. The most marked, as well as the most gratifying, of all the improvements that have come into view recently in the methods of teaching which obtain in the schools of this circuit lies, undoubtedly, in the more intelligent handling of the infants. It is not merely that they are provided with a more varied and interesting series of occupations throughout the day. Teachers are beginning to understand how to adapt the occupations to the mental conditions of the infant; how to get into nearer relationship with the nebulous ideas of childhood; and how, by the apt selection and presentation of teaching material, to promote the free and orderly expansion of each incipient faculty from the moment when it begins to open through the bud. Thus in the teaching of reading and the verbal exercises directly related to it, the wooden and wearisome modes of instruction hitherto in vogue are giving way to pleasant conversations in front of a blackboard on which the children's own words, coming forth spontaneously to convey their newly-formed thoughts about some interesting object or experience, are built up, one by one, into their written or printed shapes, and then reproduced, as they were expressed, in natural phrase and intonation. The living speech of the pupil becomes at once the starting point and the goal of the teaching process. The objective representation of it, taking shape under the skilled hand of the teacher, challenges the wonder of the child, and provokes a playful desire to master its mechanical structure. To read the language that has just issued from his own lips, to probe the curiosities of its verbal formation, to take pleasure in resolving it and in recombining it anew—this does not come on the pupil as a task, but rather as the awakening of a consciousness of hidden power, and the assertion of a rightful claim to something that has not been, but should be, his own. The multiplied drudgery of spelling, of word-building, of sentence-making, of reading by painful repetition, of lettering, of writing,—in a word, the many tortures of early

linguistic training when its unity is broken into a disjointed array of subsidiary parts—disappear from view; and the pupil comes easily and agreeably into possession of the correlated arts of reading and writing, not as barren school exercises, but as applied to the representation and reproduction of his own living speech. Should the teacher be able to draw at need a few appropriate diagrams or sketches to serve as illustrative accompaniments to the lesson the general method will gain largely in power and effectiveness. The graphic illustrations will supply the intellects of the children with, so to speak, new sets of eyes; their hazy perceptions will be focussed and transformed into clear mental images; and their understandings will be furnished with the kind of material that they delight to play with and to act upon. Mr. J P. Dalton.

To do this kind of work, however, the teacher, no matter how capable, must not be hurried. Hence, where the school has only one teacher, it can hardly be done at all. The methods of the older teachers, both trained and untrained, have, except in some rare cases, become grooved; and any attempt of theirs to work on wholly different lines would have but a poor chance of success. The best that can be done is to endeavour to give them larger and clearer notions of the educational ends they should keep in view. The raising of the point of outlook can seldom fail to stimulate the purpose and vivify the intelligence that pervade a man's own mode and habits of work; but entirely new systems of practice had better not be tried by persons in whom the capacity for enthusiasm has waned, and the power of self-adaptation has grown inactive. Methods.

I have found that many teachers, young as well as old, who are honestly in search of the best methods, are apt to mistake spurious imitations for the genuine realities. Thus, while arithmetic is now professedly taught in all the schools here by means of examples framed with direct bearing on the familiar facts and objects that belong to the daily experience of the pupils, I notice that, in the actual working, the questions pass frequently and readily into the vague region of abstract calculation. The children are allowed to detach the numbers from their concrete setting in the dictated sum, or written example, and to operate on them blindly by means of the ordinary, well-worn rules. The interpretation of the result at each step of the process, the comparison of the routes by which the same result may be reached, the tracing back of their directions to the fundamental principles in which they all converge—the combination throughout of facile and accurate practice with explanatory theory, prompt mental exercise and concrete application: this is a kind of arithmetical teaching for which few teachers seem to have been trained, or to have succeeded in training themselves. The touchstone of school methods at every point is: to what extent are the pupils being enticed into independent and well-reasoned trains of thinking of their own? Arithmetic.

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And the method that cannot respond to it, in reasonable measure, is no better than a simulacrum, even though it presents itself in a seemingly brand-new garb.

Reading.

Again, in the blackboard teaching of reading, while some of the older teachers cannot grasp, and will not attempt, the method at all, not a few of their younger brethren, fresh, it may be, from the training colleges, so use it that in their hands it becomes a hurtful perversion. Instead of developing the lesson on the lines I have sketched above, they place on the board a few hastily improvised sentences, in the making of which the pupils have had little or no part—I have even seen the sentences copied directly from a book or printed sheet—and then proceed to exercise the juvenile learners on the artificial assemblage of words set before them, in a style and tone that might recall the discredited practices of the good old spelling-book and reading-made-easy days. What is this but converting the blackboard into an inferior kind of tablet? And, if the method is to be thus degraded, were it not better to bring out the deposed tablet again from its hiding place, and set it up once more in the position that has been usurped by its more pretentious, but not less worthless, substitute?

Object lessons.

The teacher who behaves in this way will be pretty certain to allow the object lessons to stand away by themselves in isolated aloofness. The faults in the treatment of object lessons are many; but in the present connection this one claims special notice. For by the aid of these lessons alone, when they are rightly handled, the young children can be made to acquire an easy command over the difficulties that beset the use of spoken and written language; and, for that matter, every subject that comes up for separate exposition during the day can be made to serve the same purpose.

Writing and Drawing.

Even in subjects that make no big demand on teaching skill or inventive resource the misuse of good methods is followed by the same miscarriage of effect. Everybody is agreed that the proper way to introduce beginners to the rudimentary difficulties of penmanship and drawing is by means of blackboard demonstration; and most of our teachers nowadays—all our younger teachers without exception—shape their practice accordingly. But, too frequently, the blackboard outline is imperfectly adapted to the precise stage of proficiency of the child; or the difficulties are not introduced in a connected and well considered order; or the teaching influence of the graphic representation is not supported and driven home by sufficient individual supervision and correction: with the result that imitative power is never acquired by the hand of the learner, and a decent training in a matter of simple mechanical dexterity is not attained. Some teachers so act as if the hidden virtue of the method really resided in the blackboard itself.

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They chalk on it a sentence or a diagram, set the class of beginners to copy away for half-an-hour or so, and then turn their own undivided attention to other business for the greater part of the time. The unguided children make possibly, a conscientious attempt at first to reproduce the model; but after they have toiled through a line or two the tension of the effort cannot be sustained; they withdraw attention altogether from the blackboard, and the crude imitation of the figure or headline with which they began changes more and more into an aimless scrawl.

Abuses.

I am frequently asked, in regard to the teaching of a particular subject, whether this or that method is the best; and the answer which I have, perhaps most often, to give is that it may be made the best or the worst according to the manner in which it is carried out. Just as it was with reading so it is with penmanship and drawing. If the blackboard is merely made a substitute for the engraved copy-book, the educational result is likely to become worse rather than better; for the blackboard is allowed to appropriate all the disadvantages of the engraved headline or diagram while it leaves the few compensating advantages behind. Throughout the whole range of the schoolwork it is the same. In the hands of a careless or incapable teacher the choicest method is liable to become the greatest travesty and the most pronounced failure. The approved methods of the modern text-books and training centres are precisely those which stand most in need of having true teachers behind them: teachers, that is, who are not alone experts in the technical accomplishments of their art, but who will never sacrifice substance to form, nor to either the spirit that should permanently unite and animate both.

Monitors.

The number of monitors serving in the circuit during the past year was exactly 100. They were divided as follows among the different years of service, viz.:—

Monitors.	Years.					Total.
	I.	II.	III.	IV.	V.	
Male, ...	—	2	3	4	9	18
Female, ...	11	11	23	19	18	82

Of the first year monitors all but two were appointed under the New Scheme. I have personally examined about 20 of the monitors in the course of the year; and here and there, when opportunity served, I have sat at some of the criticism lessons, and tested an occasional monitor in the practice of teaching. I am in a position, from what I have seen, to concur in the

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general verdict of my colleagues who, of course, have had much more intimately to do with the monitorial training of the circuit.

Mr. Mahon testifies :—

"The monitors are diligent and attentive to their studies."

And again :

"The Circular of January, 1904, has been honestly observed by the teachers, and the general style of teaching on the part of the monitors is considerably improved."

Mr. Shannon states :—

"The criticism lessons have, undoubtedly, done much towards improving the training of the monitors. The best results, however, are only obtained in the large schools, where healthy rivalry and emulation come into play, and where a number of separate independent criticisms can be recorded."

Extra and optional subjects.

On the subject of extra and optional branches I may also let my colleagues speak.

Mr. Mahon's report on this head is :—

"Irish is almost universally taught. . . . . Mathematics has been taught in a small number of boys' schools. There are not very many schools where it is necessarily taught, but I have urged its introduction into schools where such a course seemed desirable, though not obligatory."

Mr. Shannon's report is to the same effect :—

"Irish is very generally taught, as a rule, outside school hours. An attempt is made to teach an elementary course of mathematics in schools with more than one teacher, but the small number of pupils in the senior standards, together with their irregular attendance, militate against useful work being done. Cookery is now gradually finding its way into the girls' schools.

Evening Schools.

The number of Evening schools operative here during the past session was 44. I visited 6 of these schools personally, and furnished final reports on 4 of them. On the general character of their work I am in agreement with the views of my colleagues, embodied in the following extracts from their reports.

Mr. Mahon's observations are :—

"The pupils seemed to derive some benefit from their reading, composition, and arithmetic, with which branches they had already some acquaintance, and in which they were reviving forgotten learning. They were anxious to learn Irish, as a rule; though, except in Connemara, the difficulties of the language quickly discouraged them. History was taken to enable the full grant to be earned, but its value was very doubtful."

And Mr. Shannon's remarks are :— Mr. J. P. Dalton.

"In a fair number of cases the attendance was regular during the session, and really good work was done. The general tendency, however, was, as in previous years, for the attendance to fall away gradually, and a few schools had to be closed before the end of the session for this reason. History and Irish continue to be the two favourite optional subjects."

There are many other subjects appertaining to the state of education in the circuit that invite discussion in a report of this kind; but, as I have already written at, perhaps, too great length, I shall postpone the discussion of them to some future occasion. Conclusion.

I am, Gentlemen,

Your obedient Servant,

J. P. Dalton.

The Secretaries,
&c., &c.

Mr. J. Murphy.

Limerick,
July, 1907.

Gentlemen,

In obedience to your instructions of the 3rd December, 1906, I beg to submit a General Report on the schools inspected in the Limerick Circuit during the year ended the 30th June, 1907.

The Circuit comprises the greater portion of the Counties of Limerick and Clare, and for inspection work is divided, roughly speaking, into two County Sections. The County Limerick Section, however, includes 53 schools in the eastern part of County Clare. There are 396 schools in the Circuit, of which 65 are vested in the Commissioners and 199 in Local Trustees.

School Accommodation.

As a general rule there are separate schools for boys and girls, the usual arrangement being two schoolrooms under the same roof, with gallery-rooms in addition in the larger schools. Plentiful provision as regards material school-buildings has been made for the educational needs of the Counties of Limerick and Clare. In very few schools is overcrowding to be met with, but there is an increasing need for class-room accommodation, especially in view of the large number of Junior Assistant Mistresses recently appointed. As far as mere floor-space is concerned, the accommodation is usually ample; it is in the carrying out of the work of junior and senior divisions side by side in the same room that the difficulty lies. Where the schoolroom is large enough for this to be done effectively, it is, as a rule, quite large enough to divide into two fair-sized rooms by glass partition or otherwise. But in my opinion very few of the schoolrooms in this Circuit lend themselves to any arrangement of the kind, as the separate rooms would, in most cases, be too small, and often badly dimensioned.

It is impossible to apply methods suited to the instruction and training of infants and very young pupils, if these children have not a room to themselves; and this constitutes one of the chief difficulties in the way of anything like a general application of rule 127 (*b*), the effect of which is to swell the numbers in the junior divisions of Girls' schools. It is true, as I have said, that class-rooms are provided in the larger schools, but these are more often than not mere galleries, without desks or other furniture or equipment, and quite unsuitable for junior division work.

Mr. MacMahon, who has charge of the County Limerick Section, reports as follows:—

"There is at present an urgent need for at least seven new schools here. New buildings are required (*a*) in Coonagh, a village about three and a half miles from Limerick, on the northern bank of the

Shannon; (*b*) in the district between Templeglantine and Athea, in the south-western corner of County Limerick. In neither of these districts was there ever a school, and in both of them at least twenty pupils have three miles to walk to school. New buildings are required to replace old ones in Kilmeedy, Roxboro', Donoughmore, and Six-milebridge; and an infants' school is much needed in Croom, where the girls' school is quite overcrowded." Mr. J. Murphy

"The need of class rooms in schools where more than one teacher is employed is widespread throughout my section. Of 190 schools there are 108 where two or more teachers are engaged; and of these, 70 have no class room accommodation."

And Mr. O'Sullivan reports of Mid. and West Clare:—

"The school accommodation is, on the whole, more than adequate to the attendance. In a few schools there is overcrowding, but in the majority the space is more than sufficient. There are no unnecessary schools in the Section, and the distribution of the schools is fairly satisfactory."

Condition of Schoolhouses &c

Little fault, on the whole, can be found with the general condition of the schoolhouses throughout the Circuit. The majority of them are well built vested houses, and, as a rule, they are kept in substantially good repair. Here and there bad cases are met with, where it is very evident that no repairs or other necessary works have been carried out for years. More often, however, fault has to be found with neglect in minor matters of renovation, painting, etc., which, though small in themselves, make all the difference in the general aspect of house and premises. Regular attention to these matters involves, of course, some small yearly expenditure, and it is to be regretted that the necessary funds are not readily available. Out-offices are not cleaned out as often as they should be, and I do not think teachers properly appreciate the necessity from a sanitary point of view of paying the closest attention to this matter.

Most of the schools are fairly furnished and fairly equipped. With the exception, however, of the Convent schools, very few indeed can be said to be provided with furniture or equipment sufficient to meet modern requirements. In the older schools the desks are often of unsuitable structure and in poor condition, and in all schools, practically, additional desks are needed for the younger pupils. I consider this one of the most pressing needs in our schools, and one that is felt, no matter how small the teaching staff. Where there is only one teacher, it is all the more necessary to provide suitable occupation for the younger children—a quite impossible task, if they are standing about the room or sitting along the walls. The entire arrangement of the school-work and even details of organisation are dependent on the amount of desk accommodation available; and when it is further considered that infants can receive very little suitable instruction without desks or tables of some kind before them, it is easy to understand how progress on up-to-date lines is retarded by the material wants of the schools. As to equipment, the class-room or gallery-room set apart for the younger pupils—at any rate during por-

Mr. J. Murphy.

tion of the day—is usually a bare unfurnished room without wall-charts or pictures, or any of the necessary equipment for infant instruction.

Science equipment grants appear to have been generously distributed through this part of the country, but appliances for cookery instruction have been provided in only three or four of the ordinary schools, and demonstration frames or needle-work charts are seldom met with. The Convent schools are excellently furnished and excellently equipped in every way, and it would be hard, I think, to improve upon the Infant school equipment in the City of Limerick Convent schools.

Mr. MacMahon writes of the County Limerick schools as follows :—

"The most pressing need at the present time is that of desks for the pupils in the first standard, who form, broadly, about one-third of the pupils attending the schools."

"With regard to maps, blackboards, globes, music charts, wall pictures, and other school furniture, there is room for much improvement."

"Ninety per cent. of the schools are without libraries, and I do not often meet with a pupil who has read any book other than those used in the school."

"Very few schools are without playgrounds, and I am sorry to have to say that the playgrounds are very little availed of to train pupils in games. I know of only two schools which can boast of having their own football or hurling clubs."

And Mr. O'Sullivan writes of the Clare Section :—

"On the whole the schoolhouses are kept in fairly good condition."

"Window-gardening is pretty common, especially in schools taught by women, but only in a comparatively few cases have flower-beds been attempted. In reference to the latter, teachers say that the beds are tampered with after school hours. In connection with this matter I feel bound to refer to the praiseworthy efforts of the Clare Horticultural Society to encourage the growth of flowers in school plots and at the homes of the pupils by distributing packets of seeds gratis for both window and out-door gardening amongst the teachers of sixteen schools in this Section. These packets have been supplied within the present year, and an application has been made to me to furnish the Society with a list of those teachers who would be likely to encourage horticulture."

Teachers.

I must record my admiration of the fine spirit of work existing among the teachers of this Circuit, and especially observable in the schools of Co. Clare. I rarely meet with a teacher who is not, at any rate, doing his best, and indeed often expending more energy in his school than could reasonably be expected from him either by manager or inspector. That this energy is not always well-directed goes, of course, without saying, but in a very considerable proportion of the schools intelligent methods are in operation, and the teaching is on sound lines. Speaking of the teachers as a body, I find them hard-working, earnest, and intelligent; willing and anxious to avail of any advice or practical suggestion that may be offered to them, and making praiseworthy efforts to improve

themselves in professional skill. That they devote much time to general reading or to a formal study of the theory of teaching I do not believe; but signs are not wanting in many of the schools of a careful enquiry into practical matters of organisation and class-teaching in so far as they bear directly on the work in hand. My conversations with teachers, moreover, lead me to believe that they are usefully comparing notes, and that they are reading educational journals with considerable benefit to themselves. But the inspector is still the text-book the teacher is most anxious to master, for experience plainly shows that teaching methods are largely determined by the manner of inspection, and that mechanical teaching, with weary reiteration of rule and definition and endless rote-work, gives place to intelligent instruction only in so far as formal examination on a rigid programme is discarded for a close inspection of methods. Once a teacher has realised that the value of his work is to be estimated according to the way he does it, and that credit will be given for knowledge acquired by his pupils only according to its usefulness, its educational worth, and the manner in which it is imparted, there is little difficulty in convincing him of the necessity of laying out his work properly, and of preserving evidence of careful preparation and of intelligent treatment of the different branches of the Code. Systematic written preparation in the form of heads of lessons, etc., has been steadily insisted upon by my colleagues and myself; with the result, at any rate in the better-class schools, that instruction is proceeding on sound lines, or at least on lines easy to enquire into without excessive examination of the pupils. A good deal has been said and written about the injustice of looking for up-to-date methods in the work of men who have been brought up under the Results System; but it is my experience that these men, or such of them as take advantage of the practical assistance given to them in the official Notes for Teachers and in the suggestions of inspectors, do as effective work under the present system as the younger teachers, who are supposed to have nothing to unlearn. And, furthermore, I have not yet met a teacher who has bravely cut himself free from mechanical methods, and turned his mind to the important consideration of organization and to careful preparation of class-lessons, who is not willing to admit that the change is for the better, and that the present system is preferable to the old. The men who are going to the wall are those who wantonly neglect their duty, or who deliberately shut their eyes to the fact that the old Results System has gone, and absolutely refuse either to prepare their work or to record it, or indeed to do anything but turn the wheel of the cramming machine.

Mr. J. Murphy.

As regards the general character of the attendance, Mr. MacMahon reports as follows:— Attendance.

"In County Limerick the attendance is remarkably good, except in the wilder and more remote mountainous localities in the western

Mr. Murphy.

Attendance.

portion of the county. In the eastern portion of Clare, which is also in my Section, the attendance is only fair."

"One of the conditions of life that acts adversely on the attendance in County Limerick is the creamery system. In far too many cases the pupils are kept from school to bring the milk to the creamery."

And Mr. O'Sullivan finds the attendance in West Clare steadily going down, owing to emigration. If I except the special circumstances affecting the school attendance in parts of Co. Limerick, referred to by Mr. MacMahon, I very much doubt if the conditions under which the rural population are living would allow of any substantial improvement as regards regularity of attendance. In all the rural schools the attendance falls very low during certain months of the year; but I do not remember to have heard either manager or teacher ascribe this to carelessness on the part of parents; while, on the other hand, the large and regular attendance in the senior standards during the winter months, which is a notable feature in many of these schools, bears witness to a lively appreciation of the advantages of a good schooling.

Health of pupils.

In both town and country most of the pupils strike one as strong healthy children full of life and intelligence; and if a clear bright eye is any index of soundness of vision, there is little call for an oculist in the Limerick or Clare schools.

Organization

The process of reorganisation necessary to carry out the principles of the present inspection system, and to meet the requirements of the official Code, has gone on somewhat slowly in parts of the Circuit; and one still meets with teachers who have studied neither the Code nor the Notes for Teachers issued for their guidance. In the better schools, however, satisfactory progress has been made, and where the teaching staff is small, judicious grouping of standards is carried out. I notice a strange timidity on the part of most teachers about combining standards for instruction in arithmetic, although the benefits derived from so doing are readily appreciated, at any rate as far as the junior standards are concerned, wherever the arrangement has been given a trial. This is to be regretted, as arithmetic is, perhaps, the one branch which must necessarily gain in the character of its teaching and in the intelligence of the methods applied by the very system of grouping. Much of the past teaching of arithmetic has been of small educational value, and has consisted in the main of dividing the whole subject into a long series of *rules*, each of which must be thoroughly mastered before another is introduced. The very isolation of one rule from the next condemns the method. For example, simple addition must be taught for a whole year before subtraction is touched upon. Again, pupils must spend months at long addition of money sums, each line of which is a millionaire's income, before the simplest problem in subtraction of money is attempted. Reduction of money, etc., must, it seems, be taught in an imposing series of rules of reduction ascending and reduction descending, each of which must be learnt by heart (save the

heart!) and mastered in its turn. Often I am told that the unitary method *cannot possibly* be taught in fourth standard or even in fifth; and I have more than once succeeded in raising a smile on the teacher's face by demonstrating to him that his own first standard pupils are able to work sums by this method *mentally* and without any previous instruction. There is plainly a widespread misunderstanding as to the general lines on which instruction in arithmetic to combined standards should proceed, the most common error being that the lower standard of the group will be expected to show equal proficiency with the higher standard at the end of the year. And here, again, the anticipation of formal and full *examination* is doing mischief. Mr J. Murphy

As to co-ordination of the several branches of the School Programme, a good deal is being done. History and Health lessons are given in connection with the Reading lesson, and the Object lesson, in addition to these, is largely utilised for the purposes of composition. That the latter subject gains by the alliance there is no doubt, but the Object lesson frequently suffers, as the lesson is laid out too formally under prepared descriptive heads, which are suitable enough for the purposes of composition, but destroy more or less the heuristic character of the Object lesson. The Geography lesson, also, when intelligently given, affords valuable subject-matter for the composition exercise; and I am glad to find that some progress is being made towards a proper treatment of this subject, over which more time, perhaps, has been wasted, and *extravagantly* wasted, than over any other. As to definite *teaching* of composition in connection with the grammar lesson, it does not appear to strike the average teacher that one bears any practical relation to the other; except that the composition exercise is suitable material for another, known officially as correction of errors. It is to be regretted that such an exercise is laid down as a sub-head in the grammar syllabus, as it suggests, in my opinion, quite a wrong treatment in the teaching. I have found, almost universally throughout the Circuit, long lists of local vulgarisms and grammatical errors in common use suspended on the walls of the schoolrooms. The folly of this cheap advertisement of bad English is obvious. It is true that the corrected sentence often stands side by side with the incorrect one; but, as far as the memory of the eye is concerned—and that is the main consideration—the two sentences have equal chances of being retained in the mind of the pupil. The class exercises in correction of errors are often carried out in Aunt Sally fashion, a number of ugly grammatical solecisms being set up for the pupils to knock down: the aim is usually wide, and the firing somewhat wild. As the intention in introducing grammar into the school curriculum is obviously to secure correct speaking and correct writing, the aim of the teacher should be to apply measures of prevention rather than of cure. And for this purpose his best course is to give short lessons on the grammatical rules commonly broken—and they are

Mr. J Murphy.

very few—and then to give his pupils so many practical exercises, both oral and written, in application of these rules, that they will acquire *the habit* of applying the rules correctly. Correction of errors, it seems to me, is an exercise suitable and proper to all branches alike.

Proficiency.

Taking English as a whole, however, the teaching is on sound lines, and a creditable proficiency is reached by the time the pupil has passed through sixth or seventh standard. Written work is distinctly good in a large proportion of the schools, and although reading is poor in style, it is usually fluent. Much more, and much more varied matter is now read in the schools, both on account of Code requirements and of the frequent changes made in the series of Readers. But the traditional monotone is prevalent, and even in the best schools, with very few exceptions, the pupils read without any attempt at natural intonation of the voice.

Arithmetic is still taught in a mechanical way, but progress is more rapid than it used to be, especially in the junior standards; and in boys' schools, with two or more teachers, I usually find a moderate programme in Mathematics taken up in fifth and higher standards. The proficiency in drawing and singing is high in many of the schools. The use of the blackboard and of several excellent Drawing Series, published within the last few years, has had good results, and I seldom meet with bad drawing. The instruction given in elementary science is fair, on the whole. Where it is well taught the pupils take an intelligent interest in the subject, especially where they have proper facilities for experimental work. But this is where the carrying out of the Science programme frequently fails, as, more often than not, no time is given to the subject outside the time laid down for the teacher's demonstration lesson. Where elementary science does not form part of the course of instruction, Object lessons are given; but although elaborate preparation appears to be made for these lessons, they are seldom given effectively. The preparation is, I am afraid, more seeming than real, the teacher's notes being mainly transcriptions from text-books. These text-books are, of course, a useful and legitimate help to the teacher, containing, as they do, an amount of suggestive detail; but when the entire treatment of the Object lesson is taken bodily from the book, leaving out of consideration the valuable points of view which should arise in course of conversation between teacher and child, the lesson is bound to lose its heuristic character, and develop into a series of stereotyped questions and answers. I do not attach much value to the Object lessons given to the senior standards. They appear to be given under silent protest, and are planned out more as composition lessons than anything else.

Junior Assistant Mistresses.

There is a gradual improvement in the character of the instruction given to infants, and owing to the recent appointment of a number of junior assistant mistresses, it is sometimes found possible to isolate the work of the junior division

from that of the senior division, even in the small rural schools. Most of these appointments have been made in girls' schools, but in Co. Clare there is apparently no opposition to the female teacher in the boys' school. In County Limerick practically no appointments have been made in boys' schools. The Convent Schools have supplied a considerable number of promising young assistants, who have had opportunities of observing infant school methods. Many of them, moreover, have attended special classes held by the Board's Kindergarten organizers; and the facilities thus afforded of seeing good infant school work done under satisfactory conditions have been of the greatest assistance to these young teachers. It is to be hoped that it will be found possible to continue these useful classes. Mr. J. Murphy.

As a general rule the services of the junior assistants are confined to the junior standards, for which they are made entirely responsible. This is a mistake, I think, as they could be more usefully employed during part of the day in superintending the work of the higher standards, while the trained teacher could take, say, the conversational exercises or the Arithmetic lessons of the younger pupils. The want of desks and suitable equipment, and, often, cramped space are serious difficulties; and until these are removed, the work of the junior assistant must remain deprived of much of its effectiveness.

In most of the Convent schools the younger children are receiving very efficient training and instruction in the infant schoolrooms, which are large, well ventilated, well lighted, and excellently furnished and equipped. In a number of these schools modern methods of infant instruction appear to have been closely studied and to have been in operation for some time. Exercises and occupations are carefully considered in relation to one another, and the teaching of reading and arithmetic is systematic and intelligent. Each week's work is planned out and prepared in minutest detail, and is developed as far as possible out of a central story forming the groundwork and material for instruction. The blackboard reading and word-building exercises are usually accompanied by suitable drawings in coloured chalk, so that during the entire week an illustrated story is before the eyes of the children, who in their varied occupations—drill, games, drawing, kindergarten, etc.—find themselves constantly in touch with one point or other of their story. The important place which is now given to schoolroom games, and the value which is attached to variety of occupation, and to the child's own handiwork and individual effort, are the most promising features in this section of the school work. Infant Instruction.

On the subjects of proficiency and organisation the following remarks occur in Mr. MacMahon's report :—

"The proficiency of the pupils in this Section is generally good. The main branches, English (oral and written), arithmetic, singing, and needlework are, on the whole, well taught. Handwriting is much

Mr J. Murphy.

above the average. Arithmetic is, on the whole, good, though I have very often to point out the waste of time in keeping pupils far too long in the same rule, working away in a merely mechanical manner, and the need of more blackboard work and conversation between teacher and pupil on methods of working the various rules."

Proficiency.

"Most gratifying progress is being made in reading, the use of at least three text-books being now pretty general. Pupils are now being taught to acquire information for themselves by reading and not by learning every lesson by heart."

"Of the new subjects, the teaching of science, drill, and hand and eye work is generally unsatisfactory. But the improvement in composition, both oral and written, is very noticeable."

"The examination of the pupils by the teachers is badly done. Far too much time is spent on it. Some teachers informed me that they spent a week examining the pupils in schools of an average of less than 50. Grouping of senior pupils in reading, grammar, composition, drawing, needlework, and singing has produced very satisfactory results. Grouping in arithmetic has not been so successful."

And the following extracts are from Mr. O'Sullivan's report :—

"Generally speaking, the proficiency is good in this Section. There are 188 schools under my charge, and of these, 15 were reported as Excellent, 35 as Very Good, and 96 as Good. There is no school in the Section which could be described as bad."

"I notice a distinct improvement in composition since the Revised Programme was introduced. Teachers pay more constant and systematic attention to it."

"In the junior standards a good deal of concrete arithmetic work is done, and the pupils are being gradually trained to see that arithmetical processes are not mere mechanical operations."

"Singing is now taken up in most schools with more or less success. In the Convent schools and in some of the country schools, especially those taught by female teachers, it is particularly good."

"As far as my observation goes, I notice a decided improvement in the intelligence and smartness of the pupils since the introduction of the present system. The Clare children are naturally bright, and under present conditions, where more scope is given to the managers and teachers in the determination of the curriculum, they appear to be benefited by the change."

I quite agree with the views expressed in the last extract. One cannot but be impressed with the bright natural intelligence of the Clare children, and, to a lesser extent, of the children of Co. Limerick. With such excellent material to work upon, it is scarcely a matter for surprise that the efficient body of teachers at present serving in this Circuit have succeeded in raising the schools to a high standard of general efficiency.

Certificates of Merit.

I have frequently found, especially in the smaller schools, pupils kept for several years in sixth standard, regular promotion stopping at that standard. With a view to encouraging promotion into the higher standards, I have as often as possible called attention to the conditions under which the certificate of merit is granted; and I am glad to find that these certificates are much appreciated, and are being sought for in a gradually increasing number of schools. I have been able to award 73 certificates during the past year, the larger number of them going to ordinary schools.

Mr J. Murphy.

Training of Monitors and Pupil-Teachers

In the Convent schools the training of monitors is now receiving very careful attention, and the Criticism lesson is well carried out. In some of the city schools the monitors prepare notes, not only for the appointed Criticism lesson, but for the entire class-work done by them from day to day. Saturday is devoted to this important work of preparation, and in addition each monitor writes critical notes of the last Criticism lesson given. I consider this a most improving exercise, even for the junior members of the staff, as, on the one hand, it keeps the young critics on the alert for the many mistakes into which the inexperienced teacher is liable to fall, while, on the other hand, the monitor in charge of the lesson, anxious to avoid the somewhat severe criticism of her fellow-workers, puts forth her best efforts for that purpose. One fault I have found with the general management of the monitorial staff in Convent schools, and that is its excessive employment in the infant school rooms, doing, in a more or less mechanical fashion, work which needs all the experience and skill of the trained teacher. But I am glad to say that this defect has been fully recognised by the conductors of the schools, and is being gradually removed.

In the ordinary schools, too, both urban and rural, the monitors are an intelligent class, doing good useful work and receiving careful instruction and training. There are exceptions, of course, but the majority of those I have met show considerable promise as teachers.

I have suggested in the larger schools that intending candidates for monitorship should spend at least one year making definite preparation for the entrance examination, and that only these be permitted to compete for vacancies as they arise; or, in other words, that the syllabus of examination for candidate monitors be taken as the course of instruction for a section of the seventh and eighth standards. This suggestion has been carried out in some of the city schools during the past year, and with good results, a much better class of candidate coming forward this year than those I examined a year ago.

The majority of the monitors recently appointed in the city schools are appointed under the new rule 139 for a three years' period of service, but there was more difficulty in securing suitable candidates in the rural schools, and a number have been appointed under the provision of rule 142. No candidate monitors have come forward this year with Intermediate qualifications, but a good class of candidate pupil teachers was organised at the beginning of the year in the Limerick Model Girls' School, and a special word of praise is due both to the head mistress and to the class for the zeal and energy displayed throughout the year. The pupil teachers

Mr. J. Murphy.

in the Limerick Model Girls' and Infant Schools have given efficient service, and the greatest pains have been taken with their instruction and training.

Mr. MacMahon reports :—

"Monitors are fairly well trained in my Section. The chief defect in their training is that they do not get sufficient practical hints on methods of teaching. The criticism lesson has not been availed of to the proper extent. Object lessons are too often taken up for criticism lessons, so that I meet with many monitors who tell me they could not give a blackboard lesson on arithmetic or grammar, as they had never prepared one."

Optional Branches.

With regard to Optional branches, Mr. MacMahon reports as follows :—

"The optional branches taken up in my section were cookery, mathematics, and Irish. Cookery was taught in only two schools outside the Convent schools, in all of which it was regularly taught. Very satisfactory progress has been made in this most useful branch. Mathematics are taught in very few schools, but where they were taken up the work done was good. Irish is a very popular subject and taught widely throughout Limerick and Clare."

Irish

And Mr. O'Sullivan reports of West and Mid-Clare :—

"Irish is taught in eighty schools, and mathematics in about the same number. The bilingual programme is adopted in only one school in the section, viz., Kilbaha Girls' School. The locality is Irish-speaking, and both Principal and Assistant speak the language fluently. All the schools where Irish was taught as an extra have kept it on, in some cases within school-hours. In these schools the language is making very satisfactory progress. Where the teacher is a native speaker, and there are many such in West Clare, the teaching of Irish is a matter of little difficulty. Though Irish may not be the home language, yet the children hear it spoken sufficiently often to get a grasp of the pronunciation. The course taught is mainly that covered by Miss Borthwick's books, O'Growney's, and Doyle's. Dr. Douglas Hyde's books are also much used. In many of the schools where Irish is taught I have frequently listened to a lesson of half an hour's duration, when the only language used was Irish. This, I believe, is the proper course to follow."

While agreeing in the main with Mr. O'Sullivan's remarks on the teaching of Irish, my inspection of the West Clare schools, which is necessarily a more limited inspection than that of Mr. O'Sullivan, leaves me under the impression that the opportunities which the children have in many localities of hearing Irish spoken in their homes are not properly utilised either at the class-lesson in the school or in connection with home preparation. What is termed the Direct Method is but meagrely employed in some localities where this method would offer the least difficulty to the pupils. In the only parish in the Circuit in which bilingual instruction is given, a bilingual programme is in operation in a girls' school, while no Irish instruction of any kind is given in the adjoining boys' school. And in two other schools in the same parish the teaching of Irish was discontinued during the last months of the year, although a number of the pupils speak Irish, and one of the

teachers is a fluent speaker. The amount of local encouragement given to Irish in the schools appears to vary very much. In the County of Limerick the teaching of Irish is being pressed forward more systematically and with considerably more enthusiasm than in Clare, where so much real and lasting work could be done, while the language still lives in the homes of the children. It is a matter of surprise that there are not more applications for the Board's sanction to bi-lingual instruction in West Clare. Mr. J. Murphy.

There were forty-four evening schools in operation during the autumn and winter months. Of the Limerick section Mr. MacMahon reports :— Evening Schools.

"There were eighteen evening schools in my Section, of which the four most important were in Limerick City. The most useful work is done in the city schools, where the pupils come from the poorest and most uneducated classes, and have to work during the ordinary school hours in various employments. Many of them have learned to read and write in the evening schools. Cookery and Irish are the extras taught in the Girls' Schools, and History and Irish in the Boys' Schools."

And Mr. O'Sullivan reports of his Section :—

"As a rule, the work done was of a useful character. A few of the scholars who were illiterate at the beginning of the session were able to read and write fairly at the end. In most cases, however, those attending merely revived the knowledge they had obtained previously at day schools. But even in such cases I am of opinion that good work was done in this class of school. Irish was taken as one of the Advanced Subjects in many of them."

I have the honour to be, Gentlemen,

Your obedient servant,

J. Murphy.

The Secretaries,
National Education Office,
Dublin.

TRALEE,

Mr. DALY. 30*th June*, 1907.

GENTLEMEN,

In the re-arrangement of Circuits from 1st April, 1906, this Circuit was made to include all the County Kerry, with, in addition, 8 schools in the County Cork, and 20 schools in the County Limerick. My connection and that of one of my colleagues—Mr. FitzGerald—with the Circuit, dates from this re-arrangement, so that my views, as here expressed, must necessarily represent only my observations during a period extending over little more than a year, and my report, so far as based on my personal experience, must necessarily be lacking in the most valuable feature associated with these reports—the record of comparative improvement effected in the various schools.

A line drawn eastward from Castlemaine Harbour practically divides the Circuit into its two sections, the northern, containing 187 schools, in charge of Mr. FitzGerald, and the southern, comprising 186 schools in charge of Mr. Welply. In addition, I have special charge of 18 schools, in or near the town of Tralee. There are thus in all 391 schools in the Circuit. Besides the 18 schools in my special charge, I have inspected for general report, 75 schools from my colleagues' sections, and I have visited a large number of other schools, though not perhaps—owing to the difficulties attendant on the configuration of the Circuit—so many as it would be possible to visit in a more compact Circuit. These difficulties will at once be apparent on a glance at the map of the County Kerry. Nearly half the area consists of mountain, bog, and waste. The numerous bays and fiords which deeply indent the coast necessitate much travelling to reach one point from another, though geographically these points may not be far apart, and railway communication is not always available, *e.g.*, there is a stretch of over 50 miles from Kenmare to Cahirciveen which is not served by any railway.

In some favoured spots throughout the Circuit the people are comparatively well-to-do, but necessarily there is much poverty, and there is much emigration.

School Accommodation.

The Circuit is well supplied with schools. But very few, however, are superfluous. In a few cases recently, schools have been amalgamated, and in a few other cases amalgamation is indicated when the conditions governing such changes come into force.

In a great number of cases the buildings are suitable, and are kept in good repair. These conditions chiefly exist where schools are vested in the Commissioners. This is especially

Mr. Daly.

the case in the southern section of the Circuit. Too many of the schools, however, are dilapidated. The decay due to time and weather is only counteracted by the most summary repairs, and not always even by these. In buildings of this class, roofs, glazing, eave-shoots, flooring, boundary-walls, offices, deteriorate from year to year. An appeal to managers, with few exceptions, is, generally speaking, met with a *non possumus*, a statement that no funds are available. Parents, even when well-off, are not willing to contribute to the up-keep of the schools. Their attitude in this is perhaps somewhat logical. The State undertakes to give primary education free to the children. It is but reasonable, from the parent's point of view, that the State should also see that they are properly housed during the hours of instruction. I am convinced that this unsatisfactory condition of affairs, as regards the necessary repairs of schools, not vested in the Commissioners, will continue unless a special fund contributed by the State, or raised by local bodies, is made available for the up-keep of the schools in each locality. Of course the Convent schools must be specially excepted. The condition of these buildings is invariably satisfactory. A further exception is noted by Mr. Welply, who writes :—

"In one parish a bequest is available for the repairs of the schools, and in another I am glad to find that the manager has instituted a local fund for this purpose, and has already executed much-needed repairs by means of it."

A number of buildings are unsuitable, and require to be replaced by new school-houses. In the great majority of such cases action has not been taken so far, owing to the cessation of grants in recent years. In my own special section of 18 schools at least 4 are most unsuitable. Two of these—Ballyroe and Derryquin—are unfit for their present or any purpose. Ballyseedy Boys' and Girls' are also most unsatisfactory.

Mr. Welply says :—

"Several schools require structural alterations or additional class-rooms, and totally new school buildings are required for seven localities."

and Mr. FitzGerald writes :—

"It is imperative that new schools should be provided without further delay at Athea, Abbeyfeale, Ardamore, Brackluin, Dromtrasna, Meenkilly, and Lyreacrompane. A new school is also required at Gortnaskehi, near Ballybunion."

As regards accommodation afforded, *i.e.*, floor space, the provision is, as a rule, adequate in the schools of this Circuit. There are, however, some large schools, notably some on the Dingle promontory, which are much over-crowded, and for which additional accommodation is urgently needed.

Mr. Daly.

In a large number of two-teacher schools, and in some with a staff of three teachers, all the school work has to be carried on in a single room. Should funds become available an effort will probably be made to have such rooms divided by partitions so that one teacher's work may not interfere with, or impede that of, his colleagues. Such a division will in most cases necessitate the construction of an additional fire-place, or other heating arrangement. In many cases, too, new furniture suited to the new arrangement will have to be provided, and in some such schools also structural alterations will have to be made in addition. For instance, many of the existing class-rooms are too small to accommodate all the pupils in charge of one of the teachers.

Furniture and equipment.

Except in the Convent schools, school furniture and equipment are, generally speaking, of a Spartan simplicity. I can recall only one ordinary school in which the character of the equipment roused me to enthusiasm. On inquiry I found that much that I admired there had been provided at the teacher's expense. In most cases the desks provided for the younger children are unsuitable.

Ordnance maps and globes are now being generally provided by the teachers. Maps are too often worn, torn, or mildewed owing to the dampness observable in many schools. New maps, it is true, are very frequently provided, but unfortunately this is almost invariably done at the teacher's expense.

Mr. Welply reports :—

"Generally speaking, the furniture and equipment are behind the times, and, except in a couple of the Convent schools, play-sheds are unknown, and appliances for physical culture are almost entirely to seek. The manager of the largest Boys' school, but one, in Co. Kerry, applied for aid to build a ball-alley, but no funds were then available for building purposes. I may note that the largest Boys' school in this county has a ball-alley."

And Mr. FitzGerald says :—

"The minimum equipment is provided in all schools, but a minimum is rather a low standard to rest satisfied with."

School plots.

In the schools of the Circuit which I myself inspected I cannot say that the school plots show much sign of taste. In a few, shrubs and plants are grown. A limited number of such plots are very nicely kept, but usually the school plots are weed-grown and unkempt. In the interior of the schools a few plants are generally grown in pots or boxes. Mr. Welply reports :—

"In most of the schools some attempts at window-gardening are made, and, in a fair minority, flowers and shrubs are cultivated in the school plots."

and Mr. FitzGerald says :— Mr. Daly

"There is not, in general, much taste shown in the keeping or laying out of the school grounds. One occasionally meets with prettily laid-out flower-beds, but these are the exception. It would be well if the Board of Agriculture could be got to assist teachers with their advice through their instructors in Horticulture. There are many teachers to whom a few hints from experts would be useful. Though flowers are not often cultivated in beds, there are few schools in which there is not some window gardening, and I have frequently observed bunches of wild flowers in the hands of children on their way to school for the school table. This, as might be expected, occurs in connection with Girls' schools."

As regards cleanliness, the state of the schools is, on the whole, creditable. As a result of the introduction of "Health and Habits" as a Programme subject, I notice, especially in many Boys' schools, an improvement in personal cleanliness. The pupils in Girls' schools are superior in this respect.

Sanitation, generally speaking, is not satisfactory. I give my colleague's views on this point. Their experience coincides with mine. Mr. FitzGerald writes :— Sanitation

"I cannot speak in terms of praise of the attention bestowed on the out-offices. I have had to report some bad cases of neglect in this regard since I took charge of this section. It would appear that the sanitary authorities have begun to give more attention to the condition of these offices than has been the practice hitherto. There are some schools with out-offices in too close proximity, a few of the offices are in ruins, and there is one large school for boys and girls for which there are no out-offices provided."

Mr. Welply says :—

"I have frequently had to direct attention to malodorous out-offices, into the closets of which lime or peat-mould is rarely, if ever, put. This question of sanitation is on just as unsatisfactory a basis as the heating of the schools. It is somewhat of a hardship on the teacher to have to give practical attention to it, and no one else will do so."

The heating of the schools is not very satisfactory. The fuel used generally here is turf—often badly saved—burning in one large open grate, the heat being diffused but little beyond the immediate vicinity of the fire-place. Mr. Welply says :— Heating.

"The heating of the schools continues to be for the most part unsatisfactory, depending, as it does very largely, on the casual contributions of the parents, the children bringing, in antiquated fashion, each a sod of turf to school in the winter mornings."

As regards school libraries Mr. Welply states :— Libraries.

"There are very few school libraries, and some of these, so far as I can observe, are little availed of by the pupils, and contribute meagrely to foster in them a taste for reading."

and Mr. FitzGerald says :—

"Libraries are not common in my section. There are a few schools in which some good standard works have been collected. There are, however, few cases in which the pupils have acquired that degree of facility in reading which would enable them to use these books with profit. The Convent schools are an exception in this respect."

Mr. Daly. Except that in a few schools poles and dumb-bells for drill have been provided by the teacher, appliances for physical culture may be said to be non-existent.

Teachers. As a body, I find the teachers here intelligent and zealous, anxious to co-operate with the inspector, and anxious for suggestions. As, perhaps, is only natural, the teacher's performance as regards such suggestions does not always keep pace with his anxiety to receive them. In most cases, having for the longest and earliest period of his professional career, taught on other lines, he is not always convinced at first of the advantage and superiority of newer methods. The effect of settled habit is hard to eradicate. Even with the will and wish to improve he drops back unconsciously, from the very force of this habit, into the old groove. Hence the need for frequent repetition of the same suggestion, which is so discouraging when one loses sight of the explaining cause. Still it is wonderful how much some, and very often some of the older teachers, have effected. With nearly all, the tendency is towards improvement. A much more discouraging experience, however, than that referred to above, is that some of the younger teachers, fresh from the Training Colleges, do not begin, except after repeated urging—which, in their case at least, should surely be needless—to employ the better methods with which they should have been made acquainted in their training. There are, of course, some brilliant exceptions. In the case of a few teachers who, having spent some time teaching in England, have recently been appointed to schools here, I was much struck with the intelligent, and even brilliant, methods of working they displayed. I know of one such teacher who, in a short time, completely altered the whole character of a hitherto indifferent school.

Progress Records are, as a rule, kept with care. I find that it is not so easy to secure the keeping of a weekly synopsis or forecast of work, the truth being still that too many of the teachers do not yet think out beforehand and prepare carefully what they propose to undertake in any given period. On this point Mr. Welply's views are :—

"As a general rule, the teachers present me with many evidences of preparation for work in the shape of written notes, annotated text books, and weekly syllabus books. As to general reading, interest in local history and antiquities, etc., I have not been able to observe much evidence amongst them, but I trust a goodly number may be induced to join an Archæological Society about to be formed for the Co. Kerry."

Mr. FitzGerald says :—

"The teachers are, on the whole, a hard-working body. Their methods are not invariably the best, and, as is natural enough, they are not easily convinced that it is necessary to abandon the course they have pursued for years, merely because the new methods are strenuously advocated as better. I must bear testimony to the willingness of teachers to adopt newer methods when convinced of their utility, and the more skilful a teacher, the readier I have found him a co-operator."

Mr. Daly.

Attendance.

The character of the attendance is the same as in past years —unsatisfactory. It is rarely much over 60 per cent., and is often much below that. Indifference of parents, poverty, employment of children in default of other available labour at farm and home work, and in carting to and from the numerous creameries established here, and the inclemency of the weather in winter on this exposed coast are, I should say, the contributory causes, and these causes may be considered as given here in order of importance. There were, moreover, epidemics of typhoid fever on the Dingle peninsula last summer and autumn, and a rather general epidemic of whooping-cough in the northern section of the Circuit, during the first quarter of the year, which affected the attendance of many schools. Mr. FitzGerald says :—

"There is no marked change for better or worse in respect of attendance. The percentage remains much what it was, about 60 per cent., so that there is ample scope for improvement. The Compulsory Education Act of 1892, was in force only in the portion of the Co. Limerick included in this section, and has done good there. The Kerry County Council has just adopted the Act, and school attendance committees have been formed. It is to be hoped that the enforcement of the Act will improve the attendance. Complaints, well-grounded, are constantly made to me of the indifference of the parents to the interests of their children in this respect."

and Mr. Welply says :—

"The percentage of school attendance is undoubtedly very unsatisfactory in general, and, broadly speaking, it is worst in the worst schools. I have been told that since the introduction of the Compulsory Education Act, into the Urban District of Killarney, the attendance of pupils in that town has increased. Perhaps, with the contemplated introduction of that Act, for the whole County, some improvement may be effected by effective enforcement of its provisions, but the Act admits of so many loop-holes of escape that one cannot be very sanguine of its success."

Ages of pupils.

As a rule pupils begin to attend school here about the age of five. In cases where the school is easy of access and close to their homes they attend at an earlier age. The age at which they leave varies with the various localities. Not many pupils of 15 years and over, comparatively speaking, are found on the Rolls. Intermediate schools for boys, as in Killarney and Listowel, and the Jeffars' Institute in Tralee, absorb some of the older pupils. There are also Intermediate schools for girls in connection with some of the Convents.

The pupils are children of farmers, labourers, and fishermen. They are, too often, poorly clad. Numbers go barefoot, but this is in many cases from choice in the summer and autumn. They appear to be, generally speaking, hardy and healthy, but they are often, I fear, judging from their appearance, insufficiently nourished. I have observed but few cases of neglect as regards the children's eyesight, for the children here appear to be generally sound in this respect.

Mr. Daly. Proficiency.

While very few of the schools can be described as "Excellent," very few too, fortunately, are "Middling" or "Bad." The majority rank either as "Good," or "Very Good," but the proportion of schools which can only be graded as "Fair," is much too large. In the majority of the latter cases the low grading is not due so much to lack of ability or lack of activity on the teacher's part, as to a certain obstinacy —a certain passive resistance to the adoption of suggestions, more especially those contained in the "Notes for Teachers."

In such cases these Notes are not carefully studied, and the teacher's acquaintance with them is limited to those portions which have been repeatedly thrust on his notice by the Inspector in connection with the defects observed at inspection. And here, too, I am forced to express my surprise how few teachers, comparatively, avail themselves of the valuable aid afforded in these Notes for the teaching of Arithmetic. Considering its importance, I am of opinion that this subject is the least intelligently handled of all branches. Reading, within limits, can be described as very satisfactory. It is true that it is too often lacking in expression and in proper intonation, often too, the grouping is faulty. This is because there is too little active teaching, too little modelling. The teacher *examines* each pupil in succession. He passes over unnoticed, glaring faults of the type referred to above. It is with ever-increasing astonishment that I listen to lessons of this type, and listen to the teacher's only contribution—"Next boy"—when a pupil has completed his prescribed portion. And so such lessons proceed *da capo*. Yet, I am often agreeably surprised too to find how intelligently the pupils answer questions in explanation, not merely of the prescribed texts, but when tested in unseen matter. I have no hesitation in saying that the defects I have referred to could at once be largely removed by the proper application of analysis. It is not that analysis is not taught in our schools. It is taught, often very carefully. Two, three, or more half-hours per week are devoted to its teaching. Special sentences are culled to illustrate the various difficulties, but it ends there. In a word it is not recognised by the teachers that analysis is ancillary to the proper teaching of English, oral and written. In other subjects, too, this same failure to recognise how one branch is subservient to, and helpful of, another, is frequently noticeable. For instance, mental arithmetic generally, as taught, has no bearing on the formal arithmetic lessons. The questions in the former are not illustrative of, and do not lead up to the matter taught at the latter, and again I frequently see the drill lesson gone through in the playground with energy, spirit, and success, but at the succeeding and other lessons in the school the pupils are permitted to move like a flock of sheep, to seat themselves anyhow in the desks, and to loll and talk, not merely in the latter, but in the classes directly under the teacher's supervision.

On this point, too, I am compelled to say that most teachers could do more to enforce habits of attention, and to train themselves to a general vigilance over the school as a whole. It is

but natural, I admit, that a teacher should tend to become absolutely absorbed in a class he is actually teaching, but this does not represent the fullest development of teaching power. One of many illustrations of the point I am now dealing with occurs when a class is set to silent reading. The pupils will be generally seen to be conversing furtively. Yet silent reading is an exercise which, with its sequel of examination on the matter read, could be made a most useful help in training pupils in the habit of reading for themselves, and in cultivating a taste for reading. Mr. Daly. Silent reading.

As regards this, Mr. FitzGerald writes :—

"Much more could be made of the practice of silent reading if the pupils were trained to read for the sense of the paragraphs, and to examine themselves as they go along. The teacher should prescribe reasonable portions to be read, and should invariably examine on the lesson before sending the pupils to new work. . . . He should also teach his senior pupils how to use dictionaries."

The character of history and geography teaching is disappointing. The latter is still merely confined to map-pointing, and the lessons in the former are not summarised, and even in this land, teeming with historical interest, it is rare to find any child who has any acquaintance with the stirring events which have rendered his own neighbourhood famous. History and geography.

A very gratifying feature is the marked improvement in both oral and written composition. In many cases most meritorious exercises are worked in the latter, and I have often been struck by their originality. Moreover, the connection between the two is being recognised, and the latter form is often skilfully led up to through the former. Some teachers shrink yet from getting the junior standards—second and third—to express themselves in writing. Many, however, have been converted on this point with gratifying results. Composition

The school exercises are, as a rule, corrected with care by the teachers, and they are usually executed with fair neatness. I would except the exercises in arithmetic, however, which are too often slovenly and wasteful of space. Also one finds less useful written exercises too frequently, such as transcription, lists of difficult words, and badly selected parsing exercises. I often find "the," and "is," and "of," etc., parsed fully several times in one exercise. Still the useless character of such exercises is beginning to be more generally recognised.

What I have remarked above in regard to the teaching of Arithmetic can be here best illustrated by extracts from my colleagues' reports. Mr. Welply says :—

"Arithmetic receives a good deal of attention, but mental calculations are not adequately taught, many teachers taking these as almost a distinct branch of learning, and not availing themselves of the manifold opportunities offered for mental exercises by the working of any ordinary sum." Arithmetic.

Mr. DALY.

Mr. FitzGerald writes :—

Arithmetic.

"The teaching of arithmetic is too mechanical, and it is confined, at demonstration lessons, to the dictation of test questions, and checking of pupils' answers. This is not *teaching* arithmetic; it is *examining*. The time devoted to this is out of all proportion to its utility, and reduces the time for *teaching* proper to practically nothing. In this connection I regret to say that, not only in the inferior types of school, but in many marked 'Good,' I have seen very little evidence of careful study of the introductory remarks on arithmetic in the 'Notes for Teachers.'—'The presentation of arithmetic to the minds of the pupils in such a way as will secure the best mental training must be regarded as the most important of the teacher's aims when giving lessons in this subject.'"

Drawing, singing, elementary science, needlework.

Drawing and singing are taught in most schools, generally with fair success. But few schools are equipped for the teaching of elementary science. As regards needlework, I think that, on the whole, the teaching of this branch here is not sufficiently thorough. It is very rare indeed to see a collective lesson given to a class. The pupils are merely set to sew during the needlework hour. Often while they are sewing the teacher attempts to teach some other subject. If she does give her attention to the sewing class, her instruction is limited to taking the work from individual pupils in succession and completing herself a small portion of the task in hand.

Infants.

I regret to say that the importance of the proper training of infants has not even yet been generally recognised. There are many exceptions to this, but they are in the minority. In too many of the schools all the old faults in, and all the old neglect of, the training of these younger children—so frequently referred to in detail—still obtain.

Object lessons.

Again, though object lessons are generally taught, they are rarely effective. It is quite usual to find a teacher, when teaching an object lesson to a division consisting of infants, I. and II. standards, to address himself entirely to the pupils of the higher standards, and to neglect the infants entirely throughout the lesson. My colleagues' reports go to show that their experience on this point has been similar to mine.

Mr. Welply says :—

Infants.

"The teaching of infants cannot be said to be satisfactory in many of the ordinary schools, though in this respect the Girls' schools are in advance of those taught by men. The old practice of keeping even highly promising children reading an Infants' primer until they are nearly eight years of age, is still obstinately adhered to by many teachers, and I draw attention from time to time to aggravated examples of this. Skilful training in those years of a child's school life should result in the child being able to talk clearly, distinctly, and in simple, grammatical language, to use his hands deftly, and his eyes intelligently, should lay a solid foundation for all his future learning, and should, so to say, provide him with a secure starting point for his scholastic career. But what do we find in actual practice, so often? We find pupils forced from year's end to year's end to spell words off a tablet with the aim of teaching them to read, the dreary monotony of which is fairly appalling. . . Object lessons are universal, but it is only here and there that one hears a really good lesson of this kind."

Mr. FitzGerald says :— Mr Daly.

"The infant pupils are allowed to read the lessons over and over again in a monotone, and are not interested in the matter. . . . Object lessons are taught, but are not calculated to sharpen the senses or to make the children take a deeper interest in things animate or inanimate. The object lessons I have seen are of two types. In one the child takes an object in its hand and proceeds to tell whether it is hard or soft, rough or smooth, its colour, taste, smell, etc. In the other, the child proceeds to describe an animal, and gives the fullest details as to the number of eyes, ears, legs, tails, etc., with which it is endowed. The method of examination adopted in the first type would have nothing objectionable about it if it were legitimately practised, but it wins condemnation rather than approval when abused, as it invariably is. The object of the teacher apparently is to teach the children by constant repetition to repeat a number of sentences containing the information as to taste, colour, form, etc., in a definite form of words, and, when all the pupils can do this, it is then supposed to be time to proceed to the consideration of a new object. The lessons of the second type are too puerile to merit serious notice. Better no object lessons than wretched substitutes of this kind. Object lessons are, of course, well taught by some teachers, but I speak of those types which are most general."

Organization. At the outset the system of grouping standards encountered strong prejudices, especially on the part of the parents. The latter, remembering their own school-days, were accustomed to gauge their children's progress by their advancement to a higher book each year. This prejudice, I am aware, still exists, and it is to the teachers' credit that they have loyally combated it. In nearly all schools the grouping of standards is now adopted in accordance with the Programme suggestions. Where it has been adopted it has had a marked effect on the success of the school. The very few schools in which its adoption has been resisted lag far behind similarly staffed schools in which grouping has been given a fair trial.

Criticism Lessons. It is very gratifying to find that criticism lessons are generally and regularly taught to monitors in accordance with the instructions in Schedule IX., page 73 of the Code for 1906. I have assisted at quite excellent lessons given by junior monitors. I find, too, that these lessons have developed confidence in the members of the junior staff. The monitors examined in Practice of Teaching recently gave evidence of the advantage of such training, and the criticism lessons are useful to the teachers themselves, as they are thereby necessarily led to the consideration of the best methods of presenting instruction.

Optional Branches Irish and Mathematics are practically the only optional subjects taken up here. It is only very rarely that one finds any intelligent instruction given in the latter. I base this statement on my own experience and that of my colleagues.

The portions of the Circuit in which all the inhabitants, including the children, and not merely the older people, are native Irish speakers, are—in the northern section—that

Mr Daly.

portion of the Dingle promontory west of a line drawn from Annascaul to Clahane; and—in the southern section—in certain districts in the neighbourhood of Caherdaniel, Waterville and Ballinskelligs. In all the schools in such neighbourhoods the Bilingual Programme ought to be introduced. In some it has already been adopted. In certain others, I am informed by the teachers that the opposition to its introduction comes from the parents, who are anxious that the children should obtain a sounder knowledge of English than it was their own fortune to acquire, and who fail to recognise that the best, and, indeed, the only means to secure this, is by the help of the Bilingual Programme. Such opposition is, however being gradually overcome, and in a short time I hope to be able to report that, in all the schools for which it is suitable, the Bilingual Programme has been introduced.

Evening Schools.

There were only four Evening Schools in operation in the Circuit during the Session 1906-7. All of these were inspected by Mr. FitzGerald, who reports :—

"The three Evening schools in the northern section had no feature of special excellence. I inspected an Evening school at Cahirdaniel, in the southern section, where Irish was taken up as a special subject, and I was much struck with the creditable proficiency of the pupils, both in Irish and in the English course which they had studied."

I am, Gentlemen,

Your obedient servant,

Louis S. Daly.

LONDONDERRY,

6th July, 1907.

GENTLEMEN,

Mr. CHAMBERS.

In accordance with your instructions I beg to submit a General Report on the schools of the Castlebar circuit for the year ended the 30th June, 1907.

Circuit.

The circuit embraces the greater part of Co. Mayo, a small portion of the north-west of Co. Sligo, and a small strip of Co. Galway lying south of Killary Bay. Roughly speaking, it covers an area of 2,000 square miles.

Every variety of soil is to be met with, but mountains and moorland predominate.

The south-eastern and north-eastern parts contain large tracts of fertile land, interspersed with bogs, and support an average population. In the district in which Foxford, Swinford, and Kiltimagh are situated the soil is poor, the farms small, and the population dense. Along the northern coast the country is an elevated moor, relieved by a few mountains, while the districts lying west of Loughs Conn, Cullen, and Mask are wild and mountainous, and in general thinly peopled, except along the sea-coast. A small woollen factory in Foxford, and a few lace schools, give some employment, but the principal industries are farming and fishing.

Schoolhouses.

There are 400 schools in the circuit, 66 of which are vested in the Commissioners of National Education, 223 in trustees, and 111 are non-vested. Many of the buildings vested in the Commissioners are old, but they are generally in good or fairly good repair. One has been condemned, and a new vested school-house to replace it is almost completed. In many of the others the sanitary arrangements are defective, the offices being too close to the school, or of a very unsatisfactory type.

The schools vested in trustees are, with a few exceptions, good buildings of modern date, but they are not kept in proper repair, the explanation usually given being that there are no funds for the purpose of effecting repairs. There are few of these schools where signs of neglect are not visible in the form of patches of plaster off the walls, gates and doors damaged or off the hinges, eave-runs broken, parts of the boundary walls fallen or roughly rebuilt, window frames in need of paint, latches broken, etc. The offices are usually suitable, but they are not duly looked after, and frequently remain for long periods without being emptied. There is seldom any provision made for checking the offensive odour emitted from them.

A large number of the non-vested school-houses are in a very unsatisfactory state, being overcrowded and unsanitary. Few of them have suitable playgrounds, and many have no offices. At least half of these houses require to be rebuilt, and in most

Mr. Chambers.

cases managers are prepared to undertake this duty. In many cases applications for building grants have been made years ago, but, as no funds were available, nothing has been done.

Distribution of schools.

Eight new schools are required in remote localities where no school at present exists, but, with these exceptions, the circuit is sufficiently supplied with National schools.

The schools are usually placed at a considerable distance apart, so that I am not aware of any one that could be dispensed with, but there are several cases where the attendance at boys' and girls' departments in the same building is so small that, in the interests of education, amalgamation is desirable.

Accommodation afforded by school-houses.

There are a few schools that are greatly overcrowded, but these are usually old buildings that will, I hope, soon disappear.

In most of the schools the accommodation is sufficient if the estimate of 9 square feet for each pupil in average attendance is taken as the basis, but, if it is calculated on the scale of 10 square feet for each unit of the mean between the average number on the rolls and the average attendance, at least one-third of the schools would be over-crowded.

Except in the one-teacher schools, there are few schools in which a separate room is provided for each member of the teaching staff.

Furniture, &c.

The desks in the rural schools are invariably of the same size for pupils of all ages, and, although they are usually of good quality, the quantity is frequently insufficient. In some instances the supply of maps, blackboards, and easels is inadequate.

There is great difficulty in getting the children to provide themselves with the necessary supply of books, so that it is not unusual to find less than half the division provided with class readers. The same remark applies to copy books. As the people are very poor, the small sum of money required to purchase school requisites for the children is frequently not forthcoming when required, so that children are often idle. Until school requisites are provided for the children free of cost in poor localities, full advantage cannot be taken of the instruction given in the schools in such localities.

Free grants of science apparatus have been made to a few schools, and a few teachers have provided a stock at their own expense, but the number of schools in which science is taught is not large.

Cleanliness, &c., of school-rooms.

With a few praiseworthy exceptions the schools are not kept clean enough, and the school tablets and wall pictures are usually arranged in a most inartistic manner. Since the introduction of Hygiene into the school curriculum, there are, however, indications of improvement in the cleanliness and tidiness of the school premises, the floors being more frequently washed, and the furniture better dusted.

Libraries.

Very little has been done in the way of providing libraries, except in a few of the town schools.

Mr. Chambers.

Heating.

The fires are seldom lit sufficiently early to have the school-room comfortable for the children when they arrive. In rural schools this is largely due to the fact that the fuel is provided daily by the pupils, and, as the supply is consumed on the day of its arrival, there is no material for the following day's fire until it is brought by the children. This antiquated method of providing fuel results in the heating being most defective on cold, wet days, when a good fire is most required, as the attendance on such days is naturally small and the "turf" supply consequently limited.

Window gardens.

Flowers are extensively grown in the school windows, but there is little taste displayed in their cultivation, so that they seldom add much to the appearance of the room: in some instances they are allowed to grow to such a size as to interfere with the light and ventilation. There are now very few attempts at ornamentation of the playground, but this is mainly due to the fact that, unless the teacher lives beside the school, flower plots are destroyed outside school hours.

Teachers.

The teachers, as a body, are industrious and conscientious in the discharge of their duties, and the great majority of them are fairly qualified for their positions. There are a few who, although hard-working, produce poor results, as they have no aptitude for their profession, but the number is not large, and is gradually diminishing. The work of many of the teachers would, however, be greatly improved if they devoted more time to the study of good books on method of teaching, and to preparation for their work. In both these respects there is room for considerable improvement.

About half the teachers have been trained, and in about half the schools the proficiency is "good" or "very good," while in about 12 per cent. it is worse than "fair."

The teachers who have recently been trained are qualified to teach drawing, science, and object lessons, and, in most cases, singing.

Many of the teachers have had no opportunity of attending classes in these subjects, consequently their work in them is often indifferent. Some have, however, made themselves qualified to give valuable instruction in these subjects.

As there are few residences attached to the schools, the teachers' time for preparation for their work, and their efficiency are, in many instances, interfered with by the long distances they have to travel daily to and from their schools. The majority of these teachers are women. To walk or cycle from 3 to 7 miles in the wet, stormy weather so common in Mayo, before arriving at their school must often cause the teacher to arrive late, and to enter on the day's work in a more or less fatigued state.

Attendance.

During the past twelve months the attendance has not varied much from that of previous years, and is still very unsatisfactory.

In only about 40 per cent. of the schools did the average attendance amount to 60 per cent. of the average on the rolls,

Mr Chambers.

and in nearly one-third of the schools the average attendance was less than 55 per cent. of the average on rolls.

Attendance

As may naturally be expected the worst attendance was at the inefficient schools, and the appointment of a young, energetic teacher to a school has frequently a marked effect on the attendance. The irregularity of the attendance is, however, largely due to the necessity of employing the children at farm work during a great part of the year. The soil is so poor that it is incapable of supporting the inhabitants of the country without external assistance, consequently, the young people—both boys and girls—migrate annually to England and Scotland during the farming season. Even young girls in third standard from Achill and Erris go over to Scotland in the summer to work, returning home again towards the end of the year. While these people are absent the school-going children, if at all fit to work, have to take their places on the farms.

From this cause many rural schools become in summer little more than Infant schools, the senior standards entirely, or almost entirely, disappearing. The lace schools that have recently been established also interfere with the attendance at the National schools. These schools afford profitable employment to the girls who are enrolled in them. It is true that only girls who have reached the age of 14 years are admitted to these classes, and most country girls have finished their school-going life at that age, but numbers of the younger girls stay at home and work all day at the plainer parts of the lace.

The attendance during the winter months is very large, and the schools are then frequently overcrowded.

In localities where a school is not distant the children begin to attend it as soon as their names can be placed on the rolls, that is, at 3 years of age, but, where they have a considerable distance to walk, they do not enter on their school life until two or three years later.

Most of the children leave school as soon as they have reached 4th standard, which is about 13 years of age, and there are only about 15 per cent. of the pupils at the schools in standards above 4th.

Although many of the children are badly fed and poorly clad, they enjoy good health, and seldom show any signs of disease.

Teaching of infants.

The infant departments of most of the Convent schools have been organized during the past twelve months. Though some of the work is still done in these schools in a rather imperfect fashion, there has been a marked improvement in all since the organizer's visit. The week's work is drawn up beforehand, and based on the story told on Monday morning.

The system has increased the children's interest in their work, and has shown a tendency to improve the attendance. Many of the Junior Assistant Mistresses, who attended the organizer's lectures, have attempted to work on the same lines. The circumstances of the rural schools do not, however, help them to carry out the system fully, and it has to be modified

to such a degree as their other duties, and the equipment of the schools, permit. In the ordinary schools some of the infants are incorporated with the first standard, and follow the course prescribed for that standard. The younger and less advanced infants receive special attention in English and arithmetic, but are grouped with the remainder of the first standard children during the instruction in the other subjects. Mr. Chambers.

A tendency still prevails of retaining the pupils too long in the junior standards. This is particularly the case in schools in which the infants are not efficiently instructed. This habit ultimately lowers the classification of the school, and hence lessens its value as a source of education for the locality.

The grouping of standards for collective teaching is now extensively practised in all subjects except arithmetic. In singing, drawing, drill, and object lessons, it is universally adopted, and to some extent in reading, grammar, and geography. Although the standards are grouped during the time devoted to historical and story Readers, in many schools I have found each standard using a separate literary Reader. The usual explanation is that, unless the pupils are promoted each year to a higher Reader, the parents conclude that they are making no progress, and, consequently, withdraw them from school. Organization.

There are few schools in which Progress Records are not kept, and posted up at the end of each month, although the entries in them are sometimes too indefinite.

The general proficiency in reading is fairly good. Most of it is accurate and distinct, the chief failing being want of intelligence and expression. Recitation of poetry receives too little attention. There is, as a rule, a reasonable knowledge shown of the words and phrases used in the lesson, but the idea of the pupils on the subject matter are frequently vague. The reading lesson would be more interesting and profitable if a series of readers were adopted that treated of subjects with which the children are familiar. The advantages accruing from the adoption of rural readers in a completely rural district appear obvious, yet this matter appears to have been hitherto overlooked. The pupils are familar with the terms used, and the occupations described in the lessons. The subject matter naturally interests them, hence they can understand the lessons more easily, and read them with greater intelligence and appreciation. Valuable information which would be useful to children in after life might also be obtained from the study of such books. Farm operations, features of country life at different seasons of the year, the management of poultry and cattle, are the most suitable and useful topics on which to train country pupils. By the time their school life has ended many country children have not acquired the power of describing in correct language the avocations with which they are quite familiar. Reading.

The story readers are often well selected ; in other cases they are too brief and elementary.

Mr. Chambers.

History is generally confined to the History of Ireland, one of Dr. Joyce's books on the subject, or Mrs. Gwynn's stories from Irish History being most commonly used. The subject is not systematically taught, and pupils seldom show an accurate or intelligent knowledge of the portion read.

Lessons on "Health and Habits" are now regularly given, and will doubtless in time bring forth good fruit.

Penmanship.

Penmanship is "good" in most schools, and "very good" in a large number. There is no reason, however, why it should not be "very good" in all, as defective writing is due to want of skill or attention on the part of the teacher. The use of headline copies has been discontinued in many schools.

The quality of the written exercises is in general "fair." There is often a lack of neatness and method in the arrangement and general style of the work done, especially as regards the arithmetical exercises, and the amount of this work is sometimes meagre. The same books are often used for home and school exercises, and this arrangement gives them very frequently an untidy appearance.

Composition.

No subject of the school programme requires more careful teaching than composition, and this is very often not forthcoming. The letters, even of the highest standards, are often very inferior both as regards form and punctuation, while the paucity of the pupils' ideas, and the want of sequence in their arrangement, are very visible, and especially so in attempts at Essay writing. Oral composition also receives, as a general rule, insufficient attention.

Arithmetic.

The proficiency in arithmetic is, I believe, improving, but too much attention is still given to merely mechanical work. The irregularity of the attendance prevents the attainment of high proficiency by many of those in the senior standards, but the increase in school staffing, so that most of the schools have now two or more teachers, should render possible a more intellectual and thorough treatment of the subject. In the junior standards the pupils should be accustomed to a greater variety of questions so that their thinking faculties may be exercised: and in many schools there is not a good foundation laid as regards Notation and Tables.

Geography.

The proficiency in geography is only moderate, and the instruction in it is seldom made interesting and attractive. A scale map of the locality generally hangs in the school, but it is often left wholly unused. Even of the map of Ireland the children often know very little, and, of course, of any other map, or of the geography of any other country, they know still less.

Grammar.

Owing to lack of preparation, the sentences for analysis are usually taken at random from the reading book, so that there is no sequence in the lessons, with the result that the teaching is seldom effective.

The tabulation and correction of local vulgarisms receive little attention.

Mr. Chambers.

Drawing

Freehand drawing is now universally taught, and the proficiency in it is usually "fair," and sometimes "good." The only other branch of the subject that is attempted is scale drawing, and that only in a few schools. Many of the teachers have received no instruction in drawing, but better results would be achieved if they practised the subject themselves to a greater extent, and made fuller preparation for the lessons. The class or division at drawing often receives very little supervision, and the rubber is frequently used to excess.

Singing.

Singing is taught in most schools with considerable success, but it is only in the larger ones that the full course is taken up. In many schools there are no charts, so that the modulator is the only equipment for class teaching.

Elementary Science.

Very little has been done regarding the teaching of elementary science, only a few schools have received grants of apparatus, and the teachers evidently attach little importance to the subject.

Object lessons

Many of the teachers have not undergone a course of instruction in object lessons, hence their failure to make them interesting and profitable. Individual lessons are sometimes good, but I seldom see a definite scheme for the year's work drawn up in advance, and there is frequently no regard to sequence in the lessons. The number of lessons given is often very limited, and these are not connected with the rest of the school work, and the pupils' own experience. Frequently the lesson consists merely of a statement of the chief features or uses of an object repeated over and over again until the time assigned for the lesson has expired.

Manual Instruction.

Manual instruction is usually well carried on in Infant schools, and in schools with an Infants' department. A little is done in those schools in which Junior Assistant Mistresses have been appointed, but in these cases the appliances for teaching the subject are inadequate, being limited to a few boxes of cubes, some sheets of paper for folding, and some beads or sticks.

Monitors and Pupil Teachers.

There are 56 monitors and 2 pupil teachers in the circuit, most of whom are engaged in Convent schools. Where there are a number of monitors in the same school their instruction is carefully attended to, and the criticism lessons regularly given. In the rural schools in which only one monitor is employed the answering at the examination on the special course would frequently point to the conclusion that the progress made by the monitor is due more to private study than to the instruction given by the teacher, and the value of the criticism lesson in such schools is often very mediocre, the remarks of the teaching staff being so very brief, vague, or purely laudatory as to be practically worthless.

Although the three-year system of monitorship has only recently been adopted it is already giving indications of its

Mr. Chambers.

beneficial effect on the attendance in the senior standards. It provides almost twice as many vacancies as the old system, and the candidates are drawn from higher standards than those which supply monitors who have to serve five years. The new system thus improves the attendance in the very highest section of the school where attendance is prone to be slackest, and where the work done by the pupils has the highest educational value for themselves. The monitors under the five years system give more trouble than assistance to the staff. Time and energy have to be spent on their instruction which is not compensated for by the trivial work they can do in the school during the first two years of their service. The three years' monitors are more mature : they are more competent to instruct and control classes : and they can generally give efficient help from the first day of their appointment.

So far the decrease in the initial salary of the teachers does not seem to prevent the children of the more well-to-do parents from competing for the position of monitor, so that there is usually an abundant supply of suitable candidates for a vacancy.

Mathematics.

One or both branches of Mathematics are taught in most schools in which two teachers are employed, but in many cases the course done is of a limited extent. The teaching of this subject renders a school popular, and contributes to improved attendance. Country parents have great respect for the teacher, and a high opinion of the school in which Mathematics is taught, consequently they send their boys more regularly to such a school, and make less difficulty about allowing them to continue their attendance till they have completed their course in the standard in which this subject is taught. In the programme of examination for scholarships issued by the Mayo County Council an important position is allotted to Mathematics. The school which succeeds in gaining a scholarship for one of its pupils wins its way at once to high favour in the popular estimation.

Irish.

Irish is taught in a large number of schools, but many of the teachers have not a good knowledge of the subject, and, except in the few schools where it is the natural language of the pupils, little progress is made, especially as very few pupils remain long enough at school to get through a useful amount of the work.

French and cookery.

French is taught in two schools, and Cookery in most of the Convent schools, and in one girls' school, with satisfactory results.

Evening schools.

Forty-four Evening schools have been in operation during the past session. Most of them are situated in the parts of the circuit in which oral Irish is extensively used in daily life. The opportunity of improving their knowledge of the mother tongue is the chief attraction of the Evening schools for the

young men and young women of such localities. Many of the pupils attending these schools also take a deep interest in the study of Irish history. Comparatively little importance seems to be attached by the majority of the students to the other branches. In a few schools a course comprising only English and Arithmetic was taught. In three of them it would have been practically impossible to add special branches to the ordinary curriculum. The circumstances of the locality in which these schools are situated are so unfavourable to attendance at day schools, that the population, adult and adolescent, is but little raised above the merest illiteracy. One of the schools is in a remote fishing village : the two others lie in congested areas where the fathers and grown sons have to supplement by their labour in England the miserable return of their rocky and ungrateful little holdings. Many of the younger women of these areas intend to emigrate, and are the most zealous attenders at the Evening schools. After two or three sessions they succeed in learning to read tolerably well, and to make an attempt at such simple letter writing as would keep them in correspondence with their relatives at home. Mr. Chambers.

Most of the schools are under clerical management, and either the Manager or his Curate visits the schools regularly, but there is only one parish, Kiltimagh, in which, so far as I am aware, local examinations are held. The Very Rev. Denis O'Hara, P.P., aided by his Curate, examines all the schools under his management towards the close of the school year. The day of examination is fixed, prizes are distributed, and the examination is a kind of local fête for the children. Parents and pupils follow the examination with the liveliest interest, and the prizes are jealously coveted. The value of these examinations for securing good work from the teachers, and good attendance from the children, is very high, and it is to be regretted that a custom which is such a desirable supplement to the present system of inspection is not more widespread in the circuit. Managers

I am, Gentlemen,

Your obedient servant,

J. Chambers,

Senior Inspector.

The Secretaries,
National Education Office
Dublin.

1 Zion Road, Rathgar,

Mr. Lehane. *1st August*, 1907.

Gentlemen,

In compliance with instructions, I beg to submit the following Report on the instruction given in Irish in National Schools during the year ended 30th June, 1907.

The Midlands and East of Ireland have been under my special charge, and in this section I have visited about 250 schools in which Irish is taught. I have also, during the year, visited schools in Donegal, Cork, and Kerry, including 10 schools in which the Bilingual Programme was adopted, and 20 Evening schools in which Irish was taught.

My other duties during the year included the preparation of examination papers, the marking of exercises, the oral examinations of teachers, King's scholars, and candidates for King's scholarships; and a variety of correspondence.

Other Inspectors have inspected Irish classes during the year. Of these, Messrs. FitzGerald, Duffy, and Mangan, have kindly supplied notes on matters, in connection with instruction in the subject, that came under their notice.

The withdrawal of the Extra fees for the instruction given in Irish, first announced in 1905, has had an injurious effect on the teaching of the subject, during the year recently ended. The restoration of fees, on a small scale, announced in spring or summer of 1906, has not been sufficient to counteract the effect of the 1905 departure. The subject is still taught, perhaps, as generally as it has ever been, but the teaching is not, in many cases, systematic and regular; in some cases it is merely nominal. Several teachers did not seem to be aware, until portion of the 1906-7 school year was spent, that any fees were payable for instruction given in Irish. Again, many who were aware of the restoration of fees, did not, because of their trifling amount, think it worth while to comply with the conditions necessary to entitle them to payment of these fees. More than one teacher has stated that the fees payable would not compensate him for the time spent during the year in keeping the required record of pupils' attendances. What has happened then is, that Irish is now taught in a large number of schools, usually outside attendance hours, as a voluntary subject. Teachers claim no monetary requital, and expect neither official praise nor official censure for this voluntary work. The result is that the instruction given is, in numerous instances, subordinated to the instruction required in subjects that are not voluntary, and whose teaching may entail official praise or official censure. Instruction which is merely voluntary, whether in this or in any other subject, will not, in the present full state of the School Programme, continue to be effectively given.

Mr. Lehane.

Referring to the unsettled feeling amongst teachers of Irish, during the past year, Mr. Duffy writes :—

"I met about 50 such (Irish) classes, but there were only two in which the teacher asked for an examination for fees. . . . In the great majority of schools, the teachers had not made up their minds as to whether they would teach Irish for fees or not. The reason always given for dropping Irish was that they could not find room on the Time Table for the subject."

While Irish has not, in many cases, been taught as systematically as formerly, it should be noted, however, that the *method* of teaching the subject has materially improved. Conversation in the vernacular, during the Irish Lesson, is now quite common; and the tendency amongst teachers and pupils to use the language both during and outside the time devoted to instruction in it is increasing. On this point, Mr. Duffy remarks :—

"Speaking Irish at Irish class was regarded as an innovation some years ago, but during the past year even teachers with a meagre spoken knowledge of Irish did their best to carry the principle out. The extent to which it was carried out depended on the locality, the previous knowledge of the pupils, and, above all, on the teacher. In good schools, in the cities of Cork and Limerick, and even in the Leinster counties, I found it possible to examine classes almost entirely in Irish. . . . The two circumstances which seem to go towards making a good teacher of Irish are, (1) good general training, (2) interest in the language. Where to these is added a good spoken knowledge, the results are equal to anything that is to be seen in language teaching in Colleges, and in a very different plane indeed, from what it was formerly in primary schools."

Referring to the popularity of Irish with pupils, he says :—

"With the pupils, when well taught, it is probably the most popular literary school subject. Whenever a teacher told me that the pupils did not like Irish I usually found that it was the teacher who did not like it, but would wish to drop it."

The Bilingual programme has been adopted in about 40 schools. Nearly one-half of these is in the County Galway, about a fourth is in Kerry, and the others are in Mayo, Cork, and Clare. One might expect that the number of schools adopting this programme should be larger; the districts to which it applies are, however, remote, and the conditions accompanying its introduction are not often easy of fulfilment. During the year I inspected and reported on nine of the above-mentioned 40 schools. On the whole, I found that good work was done, and that teachers and pupils felt pleased with the course of instruction followed. In these schools English was taught through the medium of English, and Irish through the medium of Irish. Moreover, where the teachers considered it necessary, English was explained through the medium of Irish; and Irish was explained through the medium of English. Singing was generally, drill and object lessons frequently, and arithmetic occasionally, taught both in

Mr. Lehane.

English and Irish. In one exceptionally good school—Masterguihy—practically every school subject was taught in both languages.

Sanction for the adoption of the Bilingual Programme has been applied for and granted, for the current year, in the case of several additional schools.

Mr. Duffy, in connection with Bilingual teaching, says :—

"Teachers taking up the Bilingual Programme must be ready for extra work, especially at first. There are problems of method and organisation in connection with this programme, on which problems our standard books of method throw no light. The teachers who took it up had, therefore, to think for themselves, and the effect of this process has naturally been most beneficial in the general character of the school keeping. On the whole, the advantages granted to Irish speaking districts have, as yet, been but scantily availed of. The fact is that in many cases, even native speaking Irish teachers find it easier to impart instruction in the mode in which they have been trained, and often exhibit a want of fluency in applying their knowledge of Irish to the instruction of their pupils. Managers in Irish-speaking districts are finding a difficulty in complying with the regulation requesting them to appoint Irish speaking teachers."

Irish was taken up, as a subject of instruction, in several Evening schools. I inspected 20 of these schools. The proficiency in Irish varied from "Very Good," to "Bad." In one school I found a large class of young men who could read any ordinary text book in modern Irish : they seemed proud of being able to quote passages and to recite pieces in Irish. In another school, on the other hand, the few students present were unable to spell, from the book, the little words in the first book of the Ceacta Deasa series.

Students, as a rule, feel interested in studying Irish, and some teachers utilize this interest to promote regularity of attendance. In one evening school, though two other "Advanced Subjects" had been taught, the teacher considered it advisable to teach Irish also; he told me he did this in order to induce the pupils to attend more regularly than they otherwise would attend.

Mr. Mangan, in referring to Evening schools, says :—

"I have been in a few Evening schools where Irish was taught. The course was short—too short to be of much use; but there was no time for a wider course. The work done was generally fair.

"Some of the pupils took to Irish, but many who started, full of zeal and enthusiasm, soon got tired because they found progress slow and the work hard. This, however, need not be wondered at. When pupils of the class that come to Evening Schools reach 18 or so, and when, as in very many cases, their general education and mental equipment are poor, they cannot be expected to do much at Irish, nor blamed if their interest flags as the session goes on. The teacher, however, comes in here too. If he is a master of his subject and knows how to teach it, he can do a great deal. But, in my experience, such a teacher is very rare indeed. I should say, however, that as a general rule, it is only in those Evening schools, where the pupils have had some previous acquaintance with Irish, that instruction in this subject will lead to results that are satisfactory from an educational as well as from an Irish point of view."

Mr. Lehane.

One hundred and sixty-one King's scholars, and 147 other teachers, attended the Certificate Examination in Irish, this year. The result of this examination has not yet been announced.

King's scholars, in view of the number of subjects that have to be studied during their course of training, cannot devote much time to Irish studies. If it is a fact that Irish is not a subject that is taken into account in determining the divisional standing of King's scholars, at the termination of their training course, this would naturally militate against as much importance being attached to it, in the College curriculum, as to a subject that would "count" in the divisional gradation of students. In view of the requirement in the last edition of the Board's rules, that newly appointed teachers in Irish-speaking districts must know Irish, it would appear desirable that more importance should be attached to this subject during teachers' course of training.

A regulation permitting candidates, who take Irish along with all the other subjects of the King's scholarship course, to substitute, if so disposed, the marks obtained in Irish for the marks obtained in their weakest subject, the essential subjects (Reading, Spelling, Composition, Arithmetic, and Method of Teaching) being excepted, would seem to be a reasonable one. A similar regulation, applicable to candidates for the King's scholarship, would, I believe, be found to work well.

A number of Colleges, called Irish Training Colleges, have recently been established for the purpose of teaching Irish, and of training teachers in the best methods of teaching the language. These colleges are supported by voluntary contributions, and most of them are situated in Irish-speaking districts.

Under regulations recently issued, small grants from the National Board may, on the fulfilment of certain conditions, be secured by these colleges. One college, the College of the Four Masters, Letterkenny, applied for and obtained recognition by the Board in 1906-7. Its first session was held during August, 1906; between 40 and 50 students, consisting of National teachers and others, attended. A respectable proportion of those who sought teaching certificates at the termination of the session succeeded in obtaining them.

Applications for recognition have recently been made on behalf of other Irish Training Colleges.

Several teachers of Irish, known as travelling teachers, are now employed. These are, as a rule, appointed and maintained by a local committee. This committee usually consists of persons who feel a sympathetic interest in Irish. Most, if not all, of these travelling teachers have been trained in one of the Irish Colleges. As a rule, they possess a very good knowledge of Irish, but many of them are inexperienced as teachers. I have, however, met some who are naturally good teachers.

Mr. Lehane.

These travelling teachers may be, and many are, employed as extern teachers of Irish in National schools: where the extern and the ordinary teacher, even where the latter is not fully competent to teach Irish, take part in the teaching of Irish, and work harmoniously, good results, as a rule, follow. In many cases, however, the whole teaching of Irish devolves on the extern: only the minimum time, and that frequently not at a suitable period of the day, is available for instruction in the subject: it may happen also that the ordinary teacher does not entertain any sympathetic feeling towards Irish. Effective teaching of Irish by an extern teacher, working under these latter conditions, is practically impossible.

Mr. FitzGerald, referring to the employment of extern teachers, states:—

"The latter (the extern teacher) unaided by the school teacher, has enormous difficulties to contend with, even admitting that he has acquired the art of teaching a language. His time will be largely spent, if he knows his business, in reviving knowledge of Irish that has faded from the minds of his pupils during the intervals of his absence elsewhere. He will scarcely be more successful with his special subject than the school teacher will be with his school. What, then, is the prospect of his success in a school where the school teacher has been able to secure only 'Fair'? It does not need an expert to predict."

One of the most remarkable features of the Irish Language movement is the extent to which it has awakened interest in educational matters, especially in matters relating to Primary Education. Not long since, very few, outside those directly connected with education, amongst whom I include Managers and teachers, took any interest worthy of note in schools or in their working. Now a large section of the public takes a more or less active interest in the Irish and Industrial aspect of the instruction given in elementary schools. Literary and conversational competitions restricted to school children, and exhibitions of industrial work, including school exhibits, form a feature of most Feiseanna: school programmes have been scrutinized and alternative ones proposed: special teachers have been appointed, directed, and financed; and Irish Schools and Colleges have been founded, staffed, and equipped, all through the initiative and energy of Local Committees.

I am, Gentlemen,

Your obedient servant,

D. Lehane,

Inspector of National Schools.

The Secretaries,
Education Office,
Dublin.

EDUCATION OFFICE.

July, 1907.

GENTLEMEN,

Miss BRENDERGAST.

Owing to a change in the time indicated for presenting this Report, it is a record of the work of eighteen months, instead of twelve, which I have the honour of submitting to you—from 1st of January, 1906, to 30th of June, 1907.

During that time my assistants have continued their regular routine of visiting schools and examining and organizing the Needlework in them; all four have helped in marking the tests executed at the Easter Examinations of 1906 and 1907, and Miss Cullen also shared the labour of marking the specimens produced by the students of the Training Colleges at the July examinations of 1906.

Character of work done at Easter, 1906, and 1907.

With regard to examination work, I fear that my remarks are likely to "savour of repetition," the characteristics are so unvarying, and the defects are so persistent. In 1906, however, I find noted one variation, not of an agreeable character, *i.e.*, that in my own opinion, and that of all my assistants, *Sewing* was worse than in several years preceding. Knitting, perhaps, also—showing (I quote from my notes, made at the time) "*neglect*, want of practice, and, occasionally, want of intelligent teaching." Many faults and few perfections marked a very large number of the sewing specimens sent in for examination at Easter, 1906, and, again, at Easter, 1907; this branch requiring the largest amount of steady application suffers greatly from the habit, prevalent among teachers and monitresses, of leaving much of needlework practice to be made up during the month or two preceding the examination. That this habit is very common, there is no doubt; it comes under my own notice, as well as under that of each of my assistants. One of my assistants visited, just a fortnight before the date of the examination, a school in which a monitress and four candidates for training were preparing for it; not one of them had practised any cutting-out, or knew how to work a buttonhole or to turn the heel of a stocking.

Though the time now spent in teaching by the monitorial staff is reduced to two hours, the tendency is to devote all the extra time gained to literary subjects, instrumental music, and so on; and, if permitted, to encroach more and more upon the time allotted to needlework instruction and practice. Hence the many defects in examination specimens—the seams which come to pieces because stitches are not set properly through the under fold of calico, the buttonholes without knots, and, therefore, neither nice to look at nor durable in wear, the thick, straight top-sewing, the crooked and puckered patches—the socks, which start a foot to fit a man, at the end of a leg meant for

Miss Prendergast.

a baby—with instep narrowing worked half-way down the heel, or, sometimes, on the sole of the foot! Darning and cutting-out—though by no means faultless—continue to be the cheerful subjects; they maintain the improvement noted in 1905. The method of teaching darning is now much better understood in the schools, and the practice of scale drawing makes the drafting and cutting-out of diagrams comparatively easy—hence the monitress much more quickly makes up these subjects.

Work of July Examinations, 1906.

I may record one noticeable feature in connection with the Training College examinations. Having reason to suppose that, in some cases, at least, little or no attention was given to the closing of the toe of the stocking by King's Scholars, I gave a simpler cutting-out test to the First Year student, and increased the amount of Knitting by requiring the closing of the toe as well as the turning of the heel. When specimens of knitting came to be examined, Miss Cullen and I found that a very large number of the candidates had not attempted to close the toe at all—and some others did not succeed in conducting the simple operation correctly. Plain knitting, in general, was much open to improvement, not only in shaping, but in texture, a large amount of it being hard, tight, and utterly wanting in elasticity. To the fault of too long a heel is now sometimes added that of dividing the leg wrongly when the heel is to be begun, and only giving *it* one-third of the stitches, whereas two-thirds are put into the instep. This mistake evidently comes from a confusion of ideas about dividing the heel, itself, for turning. If young mistresses carry these methods into the teaching of Knitting in their schools, one can hardly wonder that the mothers of pupils are slow to supply the material for stockings.

In fancy Knitting nearly all the students of one College worked a wrong test—an under-vest—instead of the Penelope jacket asked for.

The mistakes in Cutting-out were more numerous than one would expect, and gave one the idea that mistresses must sometimes have used an imperfect model without observing its faults, as the same defect appeared to go regularly through a large number of candidates, and was similarly produced by each.

Visits paid by Assistants during 1906.

With regard to the principal work of my assistants, that of visiting and organising schools, the total number visited by my staff during the past eighteen months was 1,706, of which 87 were Convent, and 1,619 ordinary National Schools, among which Model National Schools are included. The quality of work done is reported upon as follows:—in *Convent National Schools*, "Excellent," "Very good," or "Good," 35; "Very fair" or "Fair," 43; "Middling" or "Bad," 9; in *Ordinary National Schools*, work was "Excellent," "Very good," or

"Good" in 376; "Very fair" or "Fair" in 990; "Middling" or "Bad" in 251. Two schools visited proved to be without a teacher of needlework, owing to illness in the one case, and the recent substitution of a master for a mistress in the other. Miss Prendergast.

The large proportion grouped together as "Fair," were, really, of very varied merit—some were almost—but not quite—fit to be included in the number of the "Good," and some barely escaped out of the ranks of the "Middling."

In a good many schools, unfortunately, teachers seem to make little or no effort to overcome the difficulty of procuring material for making garments. Again and again the query in the report-form requiring opinion of garments finished, or in progress, has to be answered, "No garments in hands," or "in school;" and this, frequently, when the school year is so well advanced that there is small chance of completing within it articles not yet begun. Not to speak of the neglect of the requirements of Programme in this respect, it is a serious loss to the children to be left without a knowledge of the end to which much of their sewing instruction tends, viz., the putting together of useful garments. There is not one mentioned in the Programme which is not of common, one may say, necessary, use, and a considerable range of choice is allowed, especially in 6th Standard, so that it can never be said, with truth, that none of the articles mentioned are required. As a matter of fact, they are frequently bought ready-made, by all but the poorest—and even children whose parents are in very bad circumstances get an occasional new pinafore—usually from a shop. The price paid for this article—most often of flimsy stuff, roughly run together by a machine, and liable to rip and ravel with every washing—would amply cover the cost of a piece of material of good quality, which could be firmly sewn and neatly finished by the child, herself, in school. Characteristics of School Work.

There are, no doubt, cases, in which, owing to the poverty of parents, it is not possible to press the obligation of garment-making upon their children; but I am of opinion that, in many instances, if teachers made a more energetic effort to obtain materials, they would find the mothers of their pupils willing enough to supply them—that is, if the mothers had a reasonable expectation of receiving back an article sufficiently well shaped and sewn to be capable of being worn with comfort. This, unfortunately, is not always the case. When visiting a school, I am, not unfrequently, presented with garments which, though cut by teachers themselves, are decidedly defective in shape—sometimes so much so as to seriously affect the comfort of a wearer. Sleeves so tight that they close round the upper arm like a bandage—shirt-yokes rising a couple of inches above the collar-band, forming a pressure of

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wrinkles at the back of the owner's neck are not uncommon. Now that good patterns have been so freely scattered abroad, for years past, by my Assistants and myself, it is an easy matter for a mistress to procure correct models for her cutting-out; if these be carefully followed (which is not always done, many defects being due to pure carelessness in the taking of measurements) the garments produced should be shapely and comfortable. When this is the case, it does not take long, as a rule, for the fact to become patent to the fathers and mothers of the pupils, and material for shirts, night-dresses, etc., is no longer hard to come by. One is tempted to wish, though, that it did not so often take the shape of flannelette—a substance of varied quality and make, but, in nearly all of its many manifestations, decidedly unsatisfactory as a medium for the teaching of needlework.

Question of repairs.

A requirement of the Programme which is very seldom carried out is that relating to the mending of worn garments—but here, circumstances are, I should say, too strong for the teacher, for there is, no doubt, an extreme disinclination, on the part of both parents and pupils, to bring underclothing to school for the purpose of repair. It is a great pity, because the instructions of a competent teacher with regard to the management of such articles, the most suitable manner of patching, darning,, and generally renovating them, would be of real value to pupils; but it is a question of prejudice, very difficult to overcome. Prizes given for mending, in public competitions occasionally produce worn shirts, etc., well patched; but in the ordinary course of school work hardly anything is available beyond an occasional pinafore, which does not afford at all the same experience as is gained by the mending of underclothing having sleeves, etc., to be repaired. I have a few times suggested making application to some charitable lady in the neighbourhood for the cast-off garments of members of her family, which could be mended by the senior girls of the school, and returned to the donor for distribution to the poor—but nothing of the kind has, I fear, been attempted. Once, going unexpectedly into a school, I found several of the senior girls employed in mending, which pleased me very much, and the manager, who followed me in, explained that, between himself and the mistress, they had got the pupils into a good habit of frequently bringing articles to be repaired. I wished, very heartily, that the good habit were more general; but it seems very difficult to make it so. The possibility was discussed at a conference held with my assistants on the 2nd of January last, during part of which the Chief Inspectors were present; but there were so many possible obstacles in the way of more rigid requirements on this head, even sanitary ones (for diseases might be carried by articles of clothing) that the hope of getting more done than is the case at present was abandoned, and we turned to the making of plans more likely to be carried out.

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Progress in various branches.

As regards the general condition of work, *method* is better known than formerly, owing very much, I am sure, to the efforts of my Assistants during the past seven years; it has specially improved in the matter of darning, and also, to a considerable extent, in cutting out. With regard to the latter, the present system of teaching Drawing from the blackboard has been of great help in training pupils to draw to scale; the weak point in many patterns of reduced size which I have examined is carelessness in following exact proportions, and the substitution of a slant for a curve—producing awkward angles at the necks and armholes. Sometimes, too, the teacher fails to notice a deterioration in the shape of the pattern, which is growing steadily worse, until really—sometimes grotesquely—defective, because she does not resort to a good original at intervals, and compare her own production with it.

Knitting is not, as a rule, improving. Here and there one finds classes of capital knitters, sometimes only 3rd or 4th Standards—but the teaching of the *shaping* of a stocking, the narrowing of the leg, the turning of the heel, and the closing of the toe, are frequently much neglected, and the quality of the texture, even among grown girls, leaves a great deal to be desired. Teachers say that pupils do not take any interest in the subject, it being possible now to buy machine-knit stockings so cheaply; but these latter wear very badly as compared with hand-knit ones, and it is a pity that an employment so suited to spare hours and fireside evenings should be discontinued. But in this, as in most subjects, the teacher's example and influence count for a good deal; if she does some knitting herself, and gives sound instruction in the subject, she will probably have well prepared pupils, in spite of the adverse influence of the machine. Recently, when visiting a Convent National School, I found the first standard remarkably forward in this branch; quite a number of the little girls had, with some assistance from the mistress at difficult points, knitted strong and comfortable pairs of stockings for their own wear. The charitable nun, having undertaken the purchase of clothing for some motherless members of her class, had found that the machine-knit stockings supplied wore out with startling rapidity; this led her to train the children to produce their own footwear, the enduring qualities of which were found most satisfactory.

Sewing is frequently not at all so good in execution as one would wish to find it; it often seems to me that time is not made the most of, and that the frequent practice of talking during work hour must conduce to idleness. When three hours weekly are honestly given and well utilized, needlework, under a good teacher, makes very satisfactory progress, and more than the amount set forth in the programme is done—two, and, sometimes, three garments made in the

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year, instead of one; but this state of things is, unfortunately, the exception, not the rule. One of the causes of lost time and slow progress is the placing of too many pupils in the hands of one teacher during needlework hour; it is a very exceptional mistress who can manage, successfully, more than 30 girls together, and yet one fairly often finds as many as 50 under instruction at one time.

The following "clippings" are taken from reports of my Assistants.

Notings from Assistants' reports.

In the greater number of the schools for boys and girls, under a mistress, the major part of her attention continues to be given to boys, who are taught reading or arithmetic at the girls' work-hour. On the other hand "Honourable Mention" must be made of certain schools of this class visited, in which needlework was classed "Good," or "Very Good,"—which I consider, under the circumstances, highly creditable to the teacher. Also, Miss Glynn mentions the case of a workmistress, aged sixty-seven, whose 20 pupils showed good, or very good proficiency in the various subjects—a most praiseworthy state of things. Miss Lee frequently reports that backwardness among the senior girls is due to their being allowed to spend the work-hour at fancy-work or crochet. The latter occupation, when a local industry, leads to children of seven years old being kept at home to help in fabricating crochet lace.

The number of schools visited by me during the past eighteen months was 188. Of this number 136 were Convent National Schools, 78 having Industrial Departments attached, and 58 without such departments—5 ordinary National Schools having Industrial Departments, and 47 without them. Of these I have found the quality of work classified as follows:—Convents having Industrial Departments attached, "Excellent," "Very Good," or "Good," 36; "Very Fair," or "Fair," 27; "Mixed," 15; "Middling," or "Bad," 0. Convent National Schools without Industrial Departments, "Excellent," "Very Good," or "Good," 5; "Very Fair," or "Fair," 23; "Mixed," 22; "Middling," 8. Of ordinary schools having Industrial Departments attached 3 were classed "Good," and 2 "Mixed." Ordinary National Schools without Industrial Departments, "Very Good," or "Good," 5; "Very Fair," or "Fair," 22; "Mixed," 14; "Middling," or "Bad," 6.

Quality of work classified.

In fixing values I have applied the term "Fair" to work of medium quality, as a rule, neither good nor bad, open to advance, certainly, but not deserving of censure. "Very Fair" implies that quality approached "Good," without quite reaching it. "Middling" applies to work which is generally defective and inferior and much in need of improvement, and the term "Bad" requires no explanation—it is almost always the result of neglect. The expression "Mixed" I have applied, almost exclusively, to schools in which a considerable

element of "Middling" or a smaller one of "Bad" is found in conjunction with "Fair" and, even, higher class work—they are composed of two different kinds, and belong neither to one class nor the other, being for the first too good, and too poor for the second. Into this class I have put a few schools in which mere sewing on garments and specimens, was well and carefully taught, but all other branches were quite neglected. In connection with my own visits I may mention that I habitually select for inspection (outside the obligatory Industrial Departments) the larger and more important schools, so that it is seldom possible for me to examine more than one in any day. Miss Prendergast.

The following are notings made while reading over my rough reports.

Frequent changes of teachers in schools are much against the progress of needlework. This is likely to happen at rather short intervals, with Nuns belonging to active orders; but it is still more noticeable in some Convent schools employing lay teachers, where the greater number of the staff has to be yearly replaced; one may describe the children attending these schools as subject-matter for their mistress's experiments in the art of instruction—these Assistants being, generally, young people waiting for the chance of a school of their own. Another arrangement, which is seldom successful, is the intrusting of the work of the juniors, 1st and 2nd Standards, to the care of a Monitress; the latter is not only unskilled in teaching the subject, as a rule, but she is also handicapped by her pupils' quite apparent lack of respect for their instructress, and the result of her efforts is, almost always, a poor foundation of the elementary needlework, which continues to give trouble and require correction as the children move upward through the school. A bad method, learnt in early years, is most damaging to progress later on. Notings from my own reports

I find it remarked, in connection with a few schools, that the preparation of over-elaborate garments for "Feis," and other needlework competitions, has so absorbed the time that other branches—patching, darning, knitting—have received little or no attention. The noting that pupils were behind programme, the 5th Standard not having yet turned the heel, 6th not having closed the toe, or worked a darn, 7th being without knowledge of gathering or cutting-out, occurs much too frequently; and again and again I see the noting that children are wanting in intelligence when questioned concerning their work—this want being the result of little or no collective teaching. Teaching collectively, by demonstration, undoubtedly calls for the display of more energy and endurance on the part of a Mistress than is required for individual instruction; this is, I think, a substantial cause of its unpopularity. In a good many cases (specially in Convent schools, where Sisters are very unwilling to give up sharing in the work of the community)

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want of the necessary physical strength prevents teachers from undertaking much labour of this kind. I know, myself, Sisters with a good knowledge of Needlework, but very indifferent health, to whom I have recommended the giving of collective lessons by deputy—*i.e.*, getting, now one, now another, of the Senior Monitresses to go through the demonstration work, and to superintend the class, under the direction of the Mistress. The experiment has been tried, successfully, in a couple of schools; the pupils have been benefited, and the Monitresses have acquired knowledge and accuracy of method.

Materials.

Unsuitable materials—and insufficiency of them—are drawbacks to progress in a good many schools. In some I find it difficult to induce Mistresses to provide, for the samplers of the 6th and 7th—sometimes even the 5th and 4th Standards, —anything more solid than flimsy muslin, which, with a little use, degenerates into a veritable rag. In others—in the North, generally—the medium for sewing practice is fine linen—a most trying material for the use of young workers. Scraps of this stuff are easily procured in the neighbourhood of Belfast, and other centres of linen industries, and the fact that they can be had for nothing—or next door to it—accounts for their use.

Attendance.

Irregular attendance is greatly against progress in a good many schools; sometimes there seems to be no satisfactory cause assignable for it, but often it is explained that the mother goes out working, and the child has "to mind the house," or that there is a baby to be taken care of. The latter seems to be an insurmountable obstacle to school attendance so long as it is too young to be trusted without a nurse—and, unfortunately, the young nurse acquires very idle habits, and a general disinclination to school restraints, during some two years spent in looking after her charge. Another reason, which I find more and more frequently assigned, is ill-health —and, sad to say, there often seems to be sufficient foundation for this plea. The physique of the children among the working classes seems to be deteriorating; tea-drinking, the eating of cheap pastry and sweets, and unreasonably late hours for going to bed, have, probably, a good deal to do with the loss of health and vigour among these young people, whose teeth decay at an early age, and who are becoming (I am told) oddly subject to premature greyness.

In some schools there is an unfortunate tendency to shirk the making of any garment more difficult than a chemise. This is not satisfactory—or reasonable—since each one of the three garments mentioned in the 6th Standard Programme, is of useful quality and of different kind, each wearable by a different member of the family. As for the 7th Standard, though the Programme assigned is the same as the 6th, mistresses often seem to think that its course of needlework is

finished, and that any special attention to the subject may now be dispensed with—particularly, the obligation of garment-making. Miss Prendergast.

With regard to the general state of the Industrial Departments, it remains much the same as during 1905—the schools then active, useful, and flourishing, have continued to be so during 1906 and the past half of 1907—as many of them, at least, as I have visited up to this period of the year, and, perhaps I ought to add, as are still in operation, two (Ballaghaderreen and Newcastle W. Convents) having lost their grants, owing to the death of one, and the resignation of the other lay teacher employed. Kinsale and Canal street Convents have still the best attended Departments; those schools making the richer and more elaborate kinds of lace suffer a good deal from the tendency to emigration, which draws away from them, just as they have completed their training, many promising young workers. An Industrial Department which suffers much in this way is Kenmare Convent—which deserves special mention for the all-round high quality of its productions, not only the beautiful lace manufactured in its work-room, but, also, the plain needlework done by pupils of the school.

As regards their merit:—*i.e.*, the amount and value of work produced in them, I have classified as follows the Industrial Departments visited—"Excellent," "Very Good," or "Good," 43; "Very Fair," 21; "Passable," 15; "Unsatisfactory," 4.

I am, Gentlemen,

Your obedient servant,

M. Prendergast,

Directress of Needlework.

To the Secretaries.

8 Edenvale Road, Ranelagh,

27*th July*, 1907.

Miss FitzGerald.

General Report on Cookery and Laundry-work, from January, 1906, to June, 1907, by Miss FitzGerald, Head Organiser.

Gentlemen,

I beg to submit a short report on Cookery and Laundry-work covering the period from 1st January, 1906, to 30th June, 1907.

Centres where classes were formed.

With a view to having teachers instructed, and introducing the subject into National Schools, I visited a number of schools, corresponded with managers and teachers, and organised classes in various districts. These classes were, of necessity, arranged for in localities where suitable provision for teaching Cookery or Laundry was available. Centres were as follows:—Armagh (2), Athlone (2), Athy, Ballybay, Ballyshannon (2), Bantry (3), Baltinglass, Belfast (2), Boyle, Bushmills, Buttevant, Carlow, Castlerea, Cappoquin, Clonakilty, Clarenbridge, Cork (3), Crossmaglen(3), Derry, Dublin (12), Dungarvan, Dungannon, Dundalk, Edgeworthstown, Enniscorthy (3), Ennis, Enniskillen, Enfield (2), Ennistymon (2), Glenamaddy (2), Gort (2), Granard (2), Kildare, Kilkenny, Kilbeggan, Kinvarra, Killaloe, Killarney, Kilkeel (2), Kilrea, Kinnegad, Knocklong, Limerick, Lismore, Loughrea (2), Longford (2), Lurgan, Magherafelt (3), Monaghan (2), Monasterevan (2), Mullingar (3), Naas, Newry (2), Newcastle West, Newtownforbes, Oldcastle (2), Portarlington (3), Portumna (2), Portrush, Portstewart, Roscarberry, Rathangan, Schull, Strabane, Stradbally, Toombridge (2), Tullamore (3), Tulla, Tullow (3), Trim, Wexford, Wicklow.—

Arrangements for Assistants.

The courses of instruction given to teachers were of six weeks duration, classes were held on three evenings each week and lasted from two to three hours. At some of above named centres short courses of from two to three weeks were arranged for teachers, who had previously attended classes, but owing to various obstacles, were unable to introduce Cookery into their schools. To teachers anxious to begin the work, such instructions were most necessary. They proved of great benefit and resulted in having Cookery started in many schools. Teachers attended classes on three evenings every week, and organisers visited schools during school hours, gave model lessons, and assisted, as far as was in their power, by having

Cookery instruction made practical in ordinary schools. Following Table shows work done by my Assistants within given period. Miss FitzGerald.

Assistants	Centres.	Schools visited	Teachers trained.	Children taught.
10	120	1,348	874	9,974

It is gratifying to note that in 1906, the Commissioners were pleased to sanction the permanent appointments of the Cookery and Laundry Organisers, who, I am confident, will continue the work so zealously carried on in previous years.

On 31st March, 1906, one of my Assistants, owing to illness, resigned her position. The vacancy was immediately filled, consequently, work continued without intermission.

Considering no travelling expenses were allowed, the attendance of teachers at Cookery Classes was very good. Those who joined were most punctual, they realised the necessity of teaching cleanliness, thrift, method, etc., to pupils attending their schools, and left nothing undone to gain information on all these subjects which are included in Cookery instructions. Attendance of Teachers.

Great improvement is noticeable in the method of teaching Cookery in Convent schools. More attention is paid to scullery work, cleanliness, method, and exactitude. It is a pleasure to see that useful and economical dishes are taught, to the exclusion of the much loved cakes and sweets of former years. Special mention should be made of the good work done in Carlow Presentation Convent, also in Blackrock, Co. Cork; Tullow, Baltinglass, and other Convents. The method of teaching in Cabra Convent, Dublin, is also excellent; indeed, too much cannot be said of the general desire of members of the various communities to impart useful and thorough knowledge of all practical work to girls attending National schools. I regret to say that in some few Convent schools Cookery is not yet taught, such as Kenmare, Dingle, Killarney Presentation Convent, Kanturk, etc. It is to be hoped that, at an early date, Cookery will be made a compulsory subject in all Convent schools. Convent Schools.

Want of accommodation, also the difficulty of providing necessary equipment in ordinary schools, still continue to hinder many teachers from taking up Cookery. No doubt, the fee of 5/- per pupil granted by the Commissioners of National Education is encouraging, and will help to defray expenses in connection with the classes. Ordinary Schools.

Miss FitzGerald.

Within the past year Cookery has been introduced into many schools, not only in the south of Ireland, but also in Derry, Armagh, and in the west of Ireland.

I must here mention Lowpark National School, situated in the Congested District. I examined the pupils at their Cookery Class, and was more than surprised and pleased at the manner in which they replied to my questions. They gave reasons for everything they did, worked neatly and in a most cleanly, methodical manner. They certainly gave every satisfaction, and did credit to their teacher, who had their interests at heart and spared neither time nor trouble in working for the benefit of her pupils.

The method of teaching in some schools is not very satisfactory, too much is attempted—therefore very important points—such as cleanliness, etc., are neglected. If teachers instructed children in the foundation dishes, gave reasons for everything done, and above all, instilled into their pupils the great necessity for cleanliness, thrift, etc., much good would be accomplished.

I am, Gentlemen,

Your obedient servant,

M. FitzGerald.

Organiser of Cookery and Laundry.

To the Secretaries,

Education Office,

Dublin.

44 Rutland Square, Dublin,

25th July, 1907.

Mr. Goodman.

General Report on Musical Instruction, 1906-7.

Gentlemen,

Herewith I beg to submit my General Report on Musical Instruction for the school year ending the 30th June, 1907.

The past year has been, on the whole, a year of quiet, unpretentious work in my department. No longer is there, in connection with my subject, the rush and excitement of the days of the Organisation. It seems like a dream now to look back upon the state of things that existed but a short time ago amongst us, when all over the country there was ferment and glow in educational circles, when a staff of earnest and enthusiastic experts overran every nook and corner of the land, spreading far and wide a knowledge of Music's sweet and happy influence, when crowds of our teachers were daily and nightly occupied with an active study of our subject, and when there were everywhere visible signs of awakened interest in the problem how to make Ireland once more musical. These days are over. The Organisers are gone, and to the bustle and activity of the years 1900-1905 have succeeded days of quiet, uneventful routine.

Although Music in our schools no longer continues to maintain the brilliant progress it made during the years of the Organisation, yet it has by no means ceased to advance. Thanks to the action of the Commissioners in making Singing an obligatory subject of instruction in schools progress is still visible. So far there is no falling off in the number of schools having music taught in them. On the contrary, a slow, steady increase in the number of such schools is to be seen year after year. The percentage of schools in which Singing is now a subject of instruction is 78. Seven years ago it was but 17. As illustrating the development of the subject that has taken place in National Schools during the past seven years, I may be permitted to quote here the following returns given in the Commissioners' own Reports for the several years mentioned :

Years.	1899	1900	1901	1902	1903	1904	1905
Number of Schools in which Singing was taught.	1475	3963	6032	6439	6550	6683	6751

According to the last published Report of the Commissioners the total number of schools in operation during the preceding year was 8,659 and of these 6,751 had Singing taught in them.

Mr Goodman. It may be taken for granted, then, that Vocal Music at the present moment is to be found in nearly 80 per cent. of the National Schools of Ireland—a condition of things sufficiently satisfactory provided only that the teaching of the subject can be regarded as equally satisfactory. The question, therefore, next arises, how is Music taught in these schools?

To answer this question in anything like a complete and satisfactory manner is unfortunately not possible with the resources available. It is to be regretted that no summary of the reports of the Inspectors generally on the teaching of the subject, is given in the published Reports of the Commissioners. A summary of the kind, dealing not merely with the teaching of Music, but with the teaching of other special subjects as well, would prove extremely useful to all interested in the development of these subjects. In the absence of such a summary, we have to content ourselves with the references to be found in the selection of reports annually published by the Commissioners.

Turning to the latest issue of these Reports we find that, of the twelve Senior Inspectors whose reports are published, while one of them omits all reference to the teaching of Music in his circuit, the remaining eleven are all uniformly eulogistic in their remarks as to the manner in which it is taught and as to the progress it is making in the schools under their jurisdiction. Included in the reports from these twelve Senior Inspectors are others from their colleagues in their several circuits and these again—with but one or two exceptions—express satisfaction as to the progress that Singing is making in the schools of their districts. Judging, therefore, from the most recently published references of the Inspectors, Vocal Music would seem to be still making headway in the schools.

To these opinions of the Inspectors I have now to add my own experiences. When not engaged at other official work, it is my duty daily to visit schools and see how musical instruction is carried on in them. During the past year I have paid over 370 such visits to National Schools in various parts of the country. The following list will give an idea of the situation of these schools and of the area covered by my visits :—

Baldoyle	Castleknock	Dundalk	Mountmellick
Baltinglass	Castleblayney	Drogheda	Newbridge
Ballybay	Castlerea	Emo	Newry
Ballycastle	Carrickfergus	Foxford	Portarlington
Ballina	Carndonagh	Howth	Portadown
Ballymena	Charleville	Kilkenny	Rostrevor
Ballymoney	Claremorris	Kildare	Santry
Ballymun	Carrickmacross	Larne	Skerries
Banbridge	Clontarf	Londonderry	Straffan
Blackrock	Coleraine	Lurgan	Tullow
Blanchardstown	Cork	Lisburn	Queenstown
Belfast	Dublin	Maryborough	Waterford
Bessbrook	Dunlavin	Malahide	Youghal

Mr. Goodman.

With the exception of the five large cities, Dublin, Belfast, Cork, Londonderry, and Waterford, I think I may say that I have visited all, or nearly all, the schools in the localities here mentioned.

For the moment I need make no reference to the Dublin schools. It is well known that Music is now fairly well established in these, and besides, I shall have something to say about them later on. In the schools outside Dublin how does Music stand? That is a point upon which I think some information is desirable.

By way of supplying this information I propose to give here a summary of the notings I have made with respect to the teaching of Singing in 230 of the schools visited by me, outside Dublin, during the year. They chiefly refer to the country towns and smaller places in the list given above.

Marks.	Excellent.	Good.	Fair.	Just Fair.	Poor.	Beginning Music.	No Singing.	Total.
Number of Schools ..	4	50	105	45	16	3	7	230

It will be seen that the majority of the schools appear here under the headings "Fair," and "Just Fair." These terms express precisely my feelings with respect to the teaching of the subject generally in country schools. It is fair, and just fair, on the whole. With few exceptions, the Music teaching in these schools is of a simple and elementary kind. It may be that the official requirements do not call for more, or that the crowded condition of the school programme does not permit more to be done for the subject. But, elementary though the instruction may be, it is of enormous importance that it should be given. To begin with, it is of immense consequence to each individual—child, boy, or man—that he should have his ears fully opened to the perception of musical sounds and that he should possess the capacity to imitate them. Inability to imitate musical tones, when any way general in a community, is a proof of a low state of culture, and indicates a condition of things little removed from barbarism. Only those familiar with educational establishments attended by adult young men —Ecclesiastical Colleges, Training Colleges, Seminaries, and the like—can fully appreciate the advantage of an early training in Vocal Music. The number of grown up youths in institutions of the kind who are found wanting in voice and ear for music is still appallingly large. It is but a short time since I was informed by the music professor of one of our leading colleges that he cannot get 50 per cent., nor anything like 50 per cent., of his young men students to sing the tones of the chord of *doh*, even after two years training! Now inability to do this, in the majority of cases, is due solely to want of early

Mr Goodman. training. An ordinary child attending any of our National Schools will learn to sing the tones *doh, me, soh doh* in a couple of minutes. The untrained adult often cannot be got to accomplish this much, even after years of effort!

The plan of grouping classes for musical instruction is now generally adopted in all but the larger schools, each school being divided into two or three sections, each section receiving usually two half hour singing lessons in the week. With such a limited amount of time nothing very remarkable can be accomplished, even by the most expert teacher. One must, however, recognise that there are other things besides music to be taught in school. Teachers everywhere during the year complained that the programme was overcrowded with subjects, and that it was next to impossible to find time for everything. Now that matters are to be eased somewhat by having Mathematics once more regarded as an extra subject, it may be possible to find a little more time for Music. Only from at least three half hour lessons weekly to each school division may really good results be expected.

I find the children in the schools generally are steadily acquiring a fair mastery of the Modulator and a creditable amount of ability in singing at sight from Tonic Sol-fa Notation. In almost every school I visit I set sight tests for the different classes that I meet, and these tests, as a rule, are quite respectably gone through. Song singing is not always so successful. The tone is often too loud and coarse. Generally there is very little evidence of voice training: articulation is defective and there is not much style or expression perceptible. Irish music is a good deal cultivated in the schools, as it well deserves to be. Part singing in Boys' schools will always be more or less of a difficulty and requires an expert teacher to manage successfully. In Girls' schools part singing occasions less difficulty, and is, consequently, more successful generally. In only a few large schools have I found Staff Notation taught. This is a matter, however, which need give us no great concern just yet. The development of Staff Notation in our schools must belong to a later period. At present our chief concern must be to get Tonic Sol-fa, and plenty of it, into every nook and corner of Ireland, until the whole country becomes saturated with it. When sight reading from the Tonic Sol-fa Notation has become universal amongst us, when children can everywhere read their Sol-fa songbooks, as they read their ordinary lesson books, then it will be time enough to trouble our schools very much about Staff Notation. To urge on Staff Notation prematurely, would be to retard progress.

As I have already stated, when not occupied with other official work, it is my duty daily to visit schools. These visits of mine to the schools partake of the nature of both visits of inspection and of organisation. On entering a school my usual

practice is to ask the teacher to let me hear the classes sing something under his (or her) own direction. In this way I have Modulator voluntaries, exercises from the Charts, time exercises, songs, rounds, and part songs, performed by the classes, the teacher conducting. After this I take the class in hands myself and give a short model lesson, directed especially to voice training, and to any other points that may seem to require attention. In addition, I set sight tests on the blackboard and get the children first to read them over in time and afterwards to sol-fa them. Then I hear more songs or part songs and, before leaving, make quietly to the teacher such suggestions on the teaching of the subject as may seem to be needed. Mr. Goodman

This has been the routine of my visits to the schools during the year. Everywhere I have found the teachers courteous and obliging, and willing to listen to any hint or suggestion made to them. Time after time I have been impressed with the earnest character of their work. Many of them are anything but experts in music. Yet it is often surprising how far their practical skill in general teaching enables them to make but a slight knowledge of a special subject extend. The Modulator and the graded exercises from the Charts, they teach best. Here the work is fairly plain and straight, and demands little of what may be termed the higher teaching of the subject. It is chiefly in matters of voice training and of artistic performance generally that weakness is visible. Our teachers, as a body, have yet to become sensitive to, and keen about the cultivation of good tone and all that concerns style, expression, and refinement of musical performance.

This higher sort of musical teaching is, however, hardly called forth by the simple requirements of the Board's Programme. These requirements, indeed, have not for their object, so much the development of a very high artistic standard of performance in schools, as the preparation of material for such development outside the schools later on. To develop a standard of the kind, in the schools, some stimulus more exciting is required than the annual visit of the local Inspector.

This stimulus is now supplied, to some extent at least, by the annual school concerts, which have become a fixed institution in many places. The competitions in Singing at the various Feiseanna which are now held in so many parts of the country, in connection with the Irish Language movement, should also contribute greatly to raise the character of the music teaching in the schools.

In Dublin we have had, this year again, an example of the excellent effect produced on the music of the schools by an external stimulus of the kind I speak of. For the fifteenth time we have had the annual public Examination of Primary Schools in Singing for the Corporation prizes. This examination was originally started by the late Rt. Honble. Sir Patrick Keenan, in 1893, and has been held every year without break

Mr. Goodman.

since that date. As I have given full details of the history of this demonstration in my last Report, it will not be necessary for me now to repeat them. It will be sufficient to say that apparently this annual examination has become a permanent institution with us, and that every year it would seem to be growing in popularity with schools and school teachers. The late Sir Patrick Keenan was genuinely and keenly interested in the development of music in Irish schools. It was a subject he had very much at heart, and one that he made many efforts to promote all through his life. But undoubtedly the most successful and far reaching of his efforts in this direction was his establishing this annual Singing Competition for the Primary Schools of Dublin. For, though confined to Dublin and the surrounding district, its influence, I have no doubt, will ultimately be felt all over the country.

The Examination was this year again held in the large Art Room of the City of Dublin Technical Schools, Lower Kevin Street, on Thursday and Friday, 20th and 21st of June last. For this Examination twenty-three schools entered, all but one National Schools. The following are the National Schools examined :—

Boys' Schools.

St. Peter's, Phibsboro.'	St. Peter's, Whitefriar Street.
Donnybrook M.N.S.	St. Peter's, New Bride Street.
St. Gabriel's,	St. Stephen's.
St. Michan's, No. 1.	Swords' Boys' N. S.

Girls' Schools.

St. Mary's, Rathmines.	St. Columbkille's, Swords.
King's Inns Street Convent.	St. Mary's, Donnybrook.
Donore N. S.	St. Mary's, Dominick Street.
Donnybrook Mixed N. S.	St. Mary's, Fairview.
Mount Jerome.	St. Michael & John's.
St. Andrew's, Mixed, Dolphin's Barn.	St. Peter's, Whitefriar Street.
St. Catherine's West.	St. Peter's, Camden Row.

Some of our best city schools were ineligible for this examination, inasmuch as they had already won first class prizes three years in succession, and must, therefore, remain out of competition for two years. Two other National schools entered, but failed to appear on the day of the Examination.

The performances of the Choirs, all round, were very creditable, and seemed to give much satisfaction to the Judges. The part singing throughout was good, that from the Boys' schools especially showing great improvement on what was customary in former years. The sight singing of the sol-fa tests in a few instances was weak. Three of the Choirs took Staff Notation tests and sang them admirably. The Ear tests were also excellently done. Mr. Cowley, the senior Judge, in announcing the awards, stated that he had been at all the examinations except the first one, and he was sure the Corporation would allow him to say that he had been very pleased

with the prospects from the beginning, and he had been more pleased this year than on any former occasion! Mr Goodman.

All the schools examined scored sufficient marks to qualify for a prize. All, however, did not win First Class prizes. Six of them were fortunate enough to gain this distinction. They were the following :—

Boys' Schools.

St. Michan's, No. 1, N. S. St. Peter's N. S., Bride Street.

Girls' Schools.

King's Inns St. Convent N.S. St. Mary's N.S. Fairview.
St. Peter's N. S., Whitefriar Street. St. Andrew's Mixed N. S., Dolphin's Barn.

All the other schools examined obtained Second Class Prizes. The Shield Competition fell through this year for want of a sufficient number of entries. The present holders of the Challenge Shield—St. Mary's Girls' School, Rathmines—were, however, examined to see if they might still retain it. After a very brilliant display of part singing and sight reading (from Staff) the Judges unanimously decided that they should keep the trophy for another year. The proceedings were followed throughout with keen interest by crowded audiences, which included a considerable number of school Managers of all denominations. The arrangements in connection with the general management of the Examination were in every respect admirable.

The annual Training College Examinations opened in May, and went on continuously till towards the end of June. There are now practically nine Training Colleges in Ireland—five of them Colleges for women and four for men. The total number of Men Kings' Scholars examined was 470 : of Women Kings' Scholars, 660. The following are the numbers examined in the different Colleges :—

Kings' Scholars' Examination, 1907.

Men's College.	No. examined	Women's Colleges.	No. examined.
Marlborough Street ..	104	Marlborough Street ..	168
St. Patrick's	164	Our Lady of Mercy, Carysfort	200
Church of Ireland	31	Church of Ireland	92
De La Salle	171	St. Mary's, Belfast	100
		Mary Immaculate, (Limerick)	100
Total ..	470	Total ..	660

Vocal Music is now an obligatory subject of examination for all King's Scholars—men and women. Every candidate for the position of Teacher is consequently examined in Singing, and failure in the oral or practical part of the examination is reckoned as failure in the subject. Kings' Scholars at the end of their two years' course of training are examined in the singing of school songs, Modulator exercises, sight tests in Tonic

Mr. Goodman. Sol-fa, and in Staff Notation, in reading time tests, and in taking down the notes of an Ear Test. Those at the end of the first of their two years' course are required to sing Modulator tests, school songs, sight tests in Tonic Sol-fa Notation, to read time tests, and to take down the notes of an Ear Test or passage played on an instrument. Each King's scholar is examined individually.

Generally speaking, the results of this year's examination in the Training Colleges may be described as very satisfactory on the part of the women King's Scholars, and as less satisfactory on the part of the men. The explanation of this state of things is simple. A very considerable number of the King's Scholars to be found in the Women's Colleges come from the cities and larger centres of the country, where they have had the advantage of an early education at Convent and other schools in which Music is well taught, with the result that they are familiar with the subject long before they enter a Training College. On the men's side this early instruction in Music is not yet nearly so general. The subject is still practically a new one in most Boys' schools. Fewer men King's Scholars, besides, come from the larger centres: nor is there among Boys' schools, generally speaking, anything at all to compare with the early musical training given in the better Convent schools. Again, in some of the Women's Colleges, in the selection of candidates for entrance, a preference would seem to be given to such as can sing. The authorities in these Colleges can well afford to do this, inasmuch as the numbers applying for admission each year are greatly in excess of the vacancies. It is otherwise, however, with the Men's Colleges, where apparently the authorities have to take what offers.

As, in some degree, illustrating the present position of Vocal Music in the different Irish Training Colleges, I venture to quote here the following returns of the marks obtained, at my recent examination, by the outgoing King's Scholars, on termination of complete course of training. The same tests were given to Men and Women King's Scholars.

Colleges (Women).	Marlboro Street.	Carysfort.	Church of Ireland.	St. Mary s.	Mary Immaculate.
Total No. Examined	89	98	42	55	54
Scored 60% and over	70	67	30	46	50
„ 30% and under 60%	14	21	7	4	4
„ Under 30%	5	10	5	5	0
	89	98	42	55	54

Colleges (Men).	Marlboro Street.	St. Patrick's.	Church of Ireland.	De La Salle.
Total No. Examined ..	54	88	14	76
Scored 60% and over ..	22	48	10	26
„ 30% and under 60%	17	21	2	25
„ under 30%	15	19	2	25
	54	88	14	76

This year, for the first time, Choral Singing by the Kings' Scholars has been an obligatory part of the Training College examination in Music. Here again the Women's Colleges excelled. In all of these, without exception, the part singing was excellent. The choice of pieces, too, was good, while their rendering throughout showed much careful preparation. In the Men's Colleges, the Choral performances were, on the whole, fair. In none of them was the standard of the Women's Colleges reached. But the subject here is practically new, and there are special difficulties connected with the training of voices in the colleges of Men that hardly exist in those of Women. Choral Singing would seem already to be a very popular item with King's Scholars. As it becomes better developed it is sure to be even still more appreciated, and will be found to be an admirable means of making college life pleasant, attractive, and stimulating. An efficient college choir will leave indelible impressions on the minds of the students. Its influence for good can hardly be over-estimated!

Instrumental music continues to receive considerable attention in most of the Colleges. The Harmonium is the instrument chiefly studied. Training College necessities do not, as a rule, allow very much time to be devoted to instrumental practice. Yet even with the scanty amount of time that can be spared to the subject much useful work is accomplished. In the great majority of instances the Kings' Scholars acquire such an ability in playing as should enable them to accompany the Sunday music in an ordinary country church. That is to say, most of them are able to play in a fairly satisfactory manner pieces of the character of hymn tunes, easy Masses, voluntaries, and the like. As indicating the importance attached to this branch of study in, at least, one of the Colleges, I may mention that in the Church of Ireland Training College every student in first of two years' course, was presented for examination in Harmonium playing.

Mr Goodman.

The following are the numbers of Kings' Scholars examined in Instrumental Music in the different colleges :—

	Harmonium.	Piano.	Organ.
Women's Training Colleges—			
Marlborough Street	31	—	—
Our Lady of Mercy, Carysfort ..	40	10	11
Church of Ireland	51	12	5
St. Mary's, Belfast	36	3	—
Mary Immaculate, Limerick ..	49	10	1
Total ..	207	35	17

	Harmonium.	Piano.	Organ.
Men's Training Colleges—			
Marlborough Street	15	—	—
St. Patrick's	30	—	—
Church of Ireland	1	—	—
De La Salle	11	—	—
Total ..	57	—	—

With these returns I beg to conclude my present report.

I am, Gentlemen,

Your obedient servant,

P. Goodman.

The Secretaries,

Office of National Education,

Marlborough Street.

Mr. W. M. Heller.

40 Upper Sackville-street,
Dublin,
July, 1907.

Gentlemen,

In accordance with your instructions I append a Report on the working of the Science Organization during the period, January, 1906, to June, 1907.

The following table shows an analysis of the schools visited by Miss Maguire, Mr. Ingold, and myself during the past eighteen months :—

	Miss Maguire.	Mr. Ingold.	Mr. Heller.
Schools Visited.	174	494	508
Excellent	8·6 per cent.	1·1 per cent.	1·2 per cent
Very Good	16·1 „	5·6 „	9·8 „
Good	27·6 „	32·5 „	22·5 „
Fair or Very Fair	31·6 „	44·0 „	36·9 „
Weak	8·0 „	12·0 „	22·1 „
Bad	8·0 „	4·4 „	7·5 „
Percentage Good or better than Good in (A) Town and (B) Country Schools.			
A. County Boroughs—			
Urban Districts and Small Towns	56 per cent.	47 per cent.	40·5 per cent.
B. Rural Districts	50 per cent.	15 per cent.	26·1 per cent.

Much of Miss Maguire's time has been spent in conducting courses of instruction for Nuns teaching in Convent National Schools, and the number of visits of inspection she has made is consequently comparatively small.

From Easter to July much of my own and Mr. Ingold's time is occupied in marking King's Scholarship and Training College papers, and in preparing for and conducting the practical examinations in science at the Training Colleges.

Mr. Ingold and Miss Maguire have each about 760 equipped schools in the districts assigned to them. In my own district there are nearly 400 equipped schools which, with one or two exceptions, have been visited, and in addition about 120 schools in my assistants' districts.

The staff at my disposal is quite inadequate to give the supervision of the work in schools that is necessary at the present time. About one-half of the equipped schools have received no visit from an organizer since the staff was reduced in March, 1905.

Work of the schools.

The abandonment of the training classes for teachers, and the termination of the engagement of the majority of the organizers, had an immediate effect on the work in many

Mr. W. M. Heller.

schools; although some continued to do very good work, others either dropped the subject, or, keeping it on the time-table as a matter of form, gave a few lessons at long intervals. I am glad to notice, however, that recently this retrogression has been checked by the efforts made by the inspection staff to insist on the requirements of the official programme being fulfilled.

The programme of 1906 made it optional for one-teacher schools to take either experimental science or object teaching. A considerable number of one-teacher schools had been equipped, and were in a position to give rational and illustrated lessons in elementary science; in many of these, however, the apparatus was immediately locked away in the press, and a worthless series of so-called object lessons substituted; with the relegation of the apparatus to an ornamental capacity, every other condition of successful teaching vanished simultaneously; no scheme of lessons was prepared in advance, teaching notes were neglected, no composition exercises were written by the senior pupils, no attempt was made to illustrate the lessons by experiments, however simple, and the instruction was given without aim or application.

After consultation with the Chief Inspectors, when inspecting such equipped schools I recommended that some use should be made of the teacher's training and the school equipment, and that either the programme for small schools should be attempted or that an alternative series of connected lessons involving the use of apparatus should be drafted and regularly taught. But there is another and less gloomy aspect of the work in small schools: some of the very best and most truly scientific instruction is given in small country schools, where, with small numbers and a purposeful teacher, it is more easy to achieve good results than in a large town school, in which the work in successive standards depends on different teachers, not always working in co-ordination, and in which changes of staff are frequent.

The majority of teachers has in this branch received insufficient training, but the detailed syllabuses in the Notes for Teachers have been of great assistance to those who have studied them, and much better progress has been made since these notes were issued.

So many good schools have taught these syllabuses in their entirety that their suitability has been proved beyond question; there is ample external evidence that they are at least as good as those in use in the primary schools of other countries, and it is to be hoped that they will remain in their present form for some time until they are thoroughly understood and the teachers have gained sufficient experience to render them independent of detailed syllabuses.

Preparation of lessons.

In the good schools better and more sensible preparation of lessons is given, and the teachers are becoming sufficiently familiar with the subject to give a definite purpose to their lessons, and to show their application to daily experience. There is seldom, however, any evidence of an attempt to

perform an experiment before the lesson, consequently the demonstration is often clumsily given and the results of no value from the point of view of logical teaching. Mr. W. M. Heller.

In regard to preparation of lessons Mr. Ingold says :—

> "In the city and town schools I find that most teachers have notes of lessons of a kind, generally, I imagine, more useful than their notes in other subjects. The really important part of the preparation for a science lesson, *i.e.* going over the experimental work beforehand, and fitting up apparatus neatly and precisely is rarely done."

Considering how small a part manual and practical instruction yet plays in the curriculum of National schools, increased attention is necessary to the individual practical work of the pupils. There are many schools where the Commissioners' suggestions as regards the organization of individual practical work have been most successfully carried into effect, and the pupils exhibit interest in and an understanding of their work. But in the majority of schools the practical work is shirked, although a little thought and system would enable much valuable training to be given without any interruption of other lessons. The co-ordinated training of hand, eye, and brain is still, in my opinion, the greatest need in the schools; the natural principle in education of "learning by doing" is far too little appreciated. Pupils' practical work.

Mr. Ingold says :—

> "The organisation of the pupils' practical work is still unsatisfactory in the majority of equipped schools. Some kind of record of the work done is now being kept in most of the city schools, but much remains to be done in this direction."

The need for much more training of the teachers in this branch is as acute as it was in March, 1905. I have emphasized this so often before in these Reports that it is only necessary to refer you to them. A mere handful of teachers have received instruction beyond Part I., yet the Part II. course is just as essential to their work in schools as Part I. A very large number of teachers at present handling the subject with indifferent success would be immensely benefited by revision courses. Training of teachers.

With reference to the need for further training, Miss Maguire says :—

> "I am strongly of opinion that the teachers require instruction in Part II., otherwise they cannot cover the portions of the programme dealing with simple chemical experiments. If even one class were held every summer in Cork, Limerick, and Waterford during July and August, it would be of immense value."

Mr. Ingold says :—

> "There is much need for the further training of teachers in Part II. of the Science Course, and a still greater need for revision courses."

The need of more constructive help for the teachers is so obvious as to be beyond argument, and in Ireland the central authority must do what the local education authorities have done in England, if the same progress is to result.

Mr. W. M Heller.

The Training Colleges cannot deal with the existing teachers, and instruction in methods of teaching is more real and effective after the student has obtained some teaching experience.

Training colleges.

I am glad to report steady progress in this work in the Training colleges. The students are obviously keenly interested in their work; in the practical examinations just completed a high standard of accurate and intelligent experimenting was generally reached. The great inequalities in the students entering the colleges necessitate much time being spent in teaching subject matter which should find no place in a Training college curriculum, and consequently less time can be devoted to the pedagogical aspects of the instruction than is desirable. The note books, on the whole, are very good, but in some cases the notes on object lessons are very artificial and the lessons appear to be selected without much attention to sequence or purpose.

Organizers' laboratories.

The organisers' laboratories in Dublin, Belfast, and Cork continue to be used to an extent which is the lot of few laboratories. In Belfast and Dublin about 500 pupils (boys and girls) get opportunities of individual practical work each week. The work done in these laboratories by Mr. Thompson in Dublin, and Mr. Connell in Belfast will stand comparison with that of any primary school anywhere. In Cork the regular teachers of the Model School give the instruction and make excellent use of the advantages at their disposal. A pupil teachers' centre has been established at the Central Model Schools for the pupil teachers of the Dublin Model Schools, where, under Messrs. Thompson and Darragh, excellent instruction has been given. It is desirable that a preliminary training similar to that given in the Marlboro'-street centre should be available for all students preparing for entrance to Training Colleges, if these latter are to devote the necessary time to the pedagogical side of the work, and to inculcate scientific method.

Domestic Science in girls' schools.

The overwhelming importance of scientific habit and method in domestic management cannot be too strongly insisted upon. The "organised common-sense" and habits of accurate thought that good science teaching should tend to produce are of greater importance to women in the complex problems of the domestic laboratories than to most men in their more routine and less mentally exacting occupations.

The girl in school, for reasons which it would be dangerous for me to discuss, seems more prone to rule of thumb, than the average boy of the same age. In the past much of the teaching, especially that of domestic subjects, seems to have pandered to this trait rather than have tended to its eradication. The manuals of "Domestic Economy" and the sanctity of the cookery book recipe exemplify the kind of instruction that has done so little to improve domestic mismanagement and waste. The first step in the training of the domestic person

is to give her (and him) the habit of thinking about what she is doing; the ability to make an experiment and to interpret its results aright is a fundamental condition of successful household management. Doubtless there are some matters which must be taught didactically, but there are many more in which the *reason why* should be taught and not avoided. In the past the teaching of Domestic Economy appears to have been too rigidly confined to the work of the kitchen, the one branch of domestic art for instruction in which the pupils are least dependent on the school. The conditions of healthy living form a larger and at least as important a branch of Domestic Teaching. Mr. W. M. Heller.

The Commissioners' programmes of Domestic Science are designed to supplement and to render more intelligible the operations of the kitchen, but they deal also with much subject matter that cannot be made subordinate to the requirements of instruction in cookery. The science of domestic work needs to be taught even more systematically than the art. Before science teaching can be applied to domestic work to any great extent, a year's preliminary training is necessary; this training is best given in the fourth standard and is concerned mainly in teaching the use of the instruments and the methods necessary for experimental work.

If this preliminary training is given in Standard IV., the science taught in the higher standards can be really applied to the experiences of everyday life; the attempt to make science instruction in its earliest stages "useful" in the popular sense of the word has been the cause of much waste of time; we must not try to run before we can walk.

On the other hand, where science has been taught in girls' schools it has often been treated in far too academic a manner with insufficient indication of its intimate relation to daily life.

In the effort to keep in touch with nearly 2,000 equipped schools, the science staff can spare little time to visit unequipped schools, in which "Object Lessons" form the basis of whatever scientific instruction is given. I am not, therefore, in so favourable a position as the inspectors to express an opinion on the general character of instruction in this branch. The unequipped schools that have been visited are adjoining or in the vicinity of equipped schools. Of the large tracts of country in which there are no equipped schools I therefore know little, but judging from the few unequipped schools that have been visited the general standard of object teaching is so low as to be of doubtful value. Object teaching.

Object Lessons make a greater demand on the skill and industry of the teacher than does a systematic course of elementary science; the preparation of a suitable scheme designed to achieve definite educational results, and the preparation of individual lessons require much self-reliance and forethought.

Mr W. M. Heller.

The true object lesson should involve a simultaneous examination of similar objects by each child. Such a lesson I seldom see, yet it is possible in the majority of schools at all periods of the year. Natural objects, especially those from plant-life, are obviously the most suitable for this purpose, but the nature lesson must be based upon an original enquiry by the teacher. Within the past year I have heard *object-lessons* on "Adverbs" and "Honesty," both excellent in themselves but not suited to the special kind of teaching looked for under this head. The disconnected list of lessons on common objects so often met with lead nowhere, and excite little interest. When common materials are selected, the lesson is too often a lecture on its properties; the natural order of proceeding from the uses, which the children know, to the properties that have determined these uses, is rarely followed.

In some equipped schools very good introductory science lessons are given in the lower standards on air, water, and foods based on the suggestions on "Health and Habits" in the Notes for Teachers.

The absence of a proper scheme of lessons prepared in advance and the want of self-reliance in the preparation of individual lessons are the principal causes of the frequent failure of object teaching. The notes are often much over-elaborated and frequently mere copies from other sources.

Mr. Ingold says:—

> "The object-lesson notes are mostly too elaborate and rarely give any evidence of thought on the part of the teacher; they are more often than not neat exercises in transcription."

Many teachers trained in Elementary Science and in charge of suitable schools, have made no application for equipment grants and are relying on object lessons as a soft option to satisfy this branch of the programme; where these lessons are badly selected and prepared it should be insisted that the teachers' training should be utilised and a course of experimental work on the lines of the official programme adopted.

Classes for teachers in technical schools.

It is with pleasure and gratitude that I can refer to the excellent work accomplished in the classes for National teachers organised by local Technical Instruction Committees. The attendance and work done in these classes is improving year by year, and although they touch but a very small corner of the whole problem, they are of great benefit to the areas in which they have been organised.

I beg to remain,

Your obedient servant,

W. Mayhowe Heller.

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APPENDIX

TO THE

SEVENTY-THIRD REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

YEAR 1906–7.

SECTION II.

PART I.

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APPENDIX TO THE SEVENTY-THIRD REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION.

SECTION II.

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Standards, ... 64

(*a*.) Number of Pupils on Rolls on 31st December, 1906, of Schools attended by both Roman Catholics and Protestants, ... 66
(*b*.) Number of Pupils on the Rolls on the 31st December, 1906, of Schools attended solely by Pupils of one Religious Denomination, ... 68

PART II.

Rules and Regulations of the Commissioners of National Education in Ireland, 1906-7,

Inspectors.

Inspectors of Irish National Schools on 30th June, 1907.

Chief Inspectors—A. Purser; J. J. Hynes, M.A.

Senior Inspectors.

Circuit.	Name.	Residence.
Donegal,	J. Chambers, B.A.,	Derry.
Derry,	J. Ross, M.A.,	Derry.
Ballymena,	W. Pedlow, B.A.,	Ballymena.
Omagh,	H. M. Beatty, LL.D.,	Omagh.
Enniskillen,	W. J. M'Clintock, M.A.,	Enniskillen.
Armagh	J. O'Riordan, B.A.,	Armagh.
Belfast (1),	P. J. Kelly,	Belfast.
Belfast (2),	E. P. Dewar, M.A.,	Belfast.
Dundalk,	J. F. Hogan,	Dundalk.
Sligo,	W. R. Connelly, B.A.,	Sligo.
Dublin (1),	W. P. Headen, B.A.,	Dublin.
Dublin (2),	S. E. Stronge, M.A.,	Dublin.
Castlebar,	C. Smith,	Castlebar.
Galway,	J. P. Dalton, M.A.,	Galway.
Athlone,	I. Craig, B.A.,	Athlone.
Portarlington,	A. J. M'Elwaine, M.A.,	Portarlington.
Limerick,	J. J. Murphy,	Limerick.
Clonmel,	W. A. Brown, B.A.,	Clonmel.
Waterford,	J. B. Skeffington, LL.D.,	Waterford.
Kerry,	L. Daly, M.A.,	Tralee.
Cork (1),	T. J. Alexander, LL.D.,	Cork.
Cork (2),	T. P. O'Connor, B.A.,	Cork.

District and Junior Inspectors.

Circuit.	Name.	Station.
Donegal,	W. T. Clements (Junior Inspector),	Donegal.
Do.,	R. J. Little (Junior Inspector),	Letterkenny.
Derry,	E. T. Bannan, B.A.,	Coleraine.
Do.,	W. Kyle (Junior Inspector),	Derry.
Ballymena,	R. W. Hughes, M.A.,	Ballymena.
Do.,	J. Smyth, M.A. (Junior Inspector),	Magherafelt.
Omagh,	J. M'Neill, B.A.,	Omagh.
Do.,	T. Martin (Junior Inspector),	Dungannon.
Enniskillen,	I. J. Stokes (Junior Inspector),	Enniskillen.
Do.,	P. J. Honan (Junior Inspector),	Cavan.

OTHER INSPECTORS—*continued.*

Circuit.	Name.	Station.
Armagh,	A. P. Morgan, B.A.,	Monaghan.
Do.,	H. Worsley, M.A.,	Armagh.
Belfast (1),	D. Mangan, B.A.,	Belfast.
Do. (1),	J. Keith, M.A.,	Belfast.
Belfast (2),	J. A. O'Connell, M.A.,	Bangor.
Do. (2),	* * *	Downpatrick.
Dundalk,	J. C. Rogers, B.A.,	Newry (Warrenpoint).
Do.,	C. Bartley (Junior Inspector),	Drogheda (*pro tem.*)
Sligo,	P. Fitzpatrick,	Sligo.
Do.,	F. B. Lavelle (Junior Inspector),	Boyle (*pro tem.*).
Dublin (1),	G. Bateman, LL.D.,	Dublin.
Do. (1),	J. H. Tibbs, B.A.,	Trim (Dangan).
Dublin (2),	J. S. Cussen, B.A.,	Dublin.
Do. (2	J. Dickie, B.A.,	Enniscorthy.
Castlebar,	L. O'Reilly,	Ballina.
Do.,	W. MacMillan, B.A.,	Westport.
Galway,	C. P. Shannon, B.A.,	Tuam.
Do.,	J. S. Mahon, M.A.,	Loughrea.
Athlone,	D. P. Fitzgerald, B.A.,	Longford.
Do.,	R. C. Heron, M.A.,	Roscommon.
Portarlington,	P. M'Glade,	Maryborough.
Do.,	J. M. Bradshaw, B.A.,	Portarlington (*pro tem.*).
imerick,	J. MacMahon,	Rathkeale.
Do.,	M. O'Sullivan (Junior Inspector),	Ennis.
Clonmel,	D. T. M'Enery, M.A.,	Clonmel.
Do.,	J. Yates, M.A.,	Nenagh.
Waterford,	J. A. Coyne, B.A.,	Waterford.
Do,	W. Bartley, B.A. (Junr. Inspector),	Kilkenny
Kerry,	W. H. Welply, B.A.,	Killarney
Do.,	P. J. Fitzgerald,	Listowel.
Cork (1),	A. B. Gloster, B.A.,	Fermoy.
Do. (1),	J. P. D. Lynam, M.A.,	Cork.
Cork (2),	E. S. Cromie, B.A.,	Bandon.
Do. (2),	J. Semple, B.A.,	Bantry.

Irish—D. Lehane, B.A., Dublin; P. Newell, B.A., Galway; E. Duffy, Cork.
A. N. B. Wyse, M.A., on Special duty (Dublin).

UNATTACHED JUNIOR INSPECTORS.

James H. Cole, M.A.; Joseph J. O'Neill, M.A.; James Fenton; Edward Dale; J. J. Doody, B.A.

Staff, on 30th June, 1907, for the Organization of Special Branches.

NEEDLEWORK.

Miss M. Prendergast, ... (Directress).
Miss L. Cullen, ...
Miss M. Hogan, ... (Assistants to Directress).
Miss M. J. Lee, ...
Miss M. J. Glynn, ...

MUSIC.

P. Goodman, ... (Inspector).

ELEMENTARY SCIENCE AND OBJECT LESSONS.

W. M. Heller, ... (Organizer and Inspector).
E. J. Ingold, ... (Assistant).
Miss E. S. Maguire, ... (Sub-Organizer).

COOKERY AND LAUNDRY.

Miss M. Fitzgerald, ... (Organizer)
Miss E. Stevenson, ...
Miss T. Dunlea, ...
Miss F. Brunker, ...
Miss A. A. Smyth, ...
Miss E. Ebrill, ... (Assistants to Organizer.)
Miss M. F. Porter, ...
Miss E. Patten, ...
Miss D. Earle, ...
Miss M. M'Donnell, ...
(One vacancy), ...

KINDERGARTEN.

Miss E. O'Farrell, ... (Organizer).
Miss I. C. Deane, ...
Miss A. J. Beveridge, ...
Miss G. E. Austin, ... (Assistants to Organizer).
Miss K. M. Appleyard, ...
Miss E. S. Treanor, ...

DRAWING.

C. B. M'Elwee, ... (Organizing Inspector).

Staffs at the Training Colleges.

Marlborough-street Training College.

(For Masters and Mistresses.)

Managers.—The Commissioners of National Education.

Staff in Session 1906–1907.

Principal, Women's Department,	Thomas H. Teegan, Esq.
Principal, Men's Department,	M. C. M'Clelland, Esq., LL.B., R.U.I.
Vice-Principal, Women's Department,	Miss Johnston.
Lady Superintendent (Glasnevin Branch),	Miss Emeline Cantillon, M.A., R.U.I.
Chaplains,	(E.C.) Very Rev. Dean Webster, M.A., T.C.D.; (Pres.) Rev. J. D. Osborne, M.A., R.U.I.; (Meth.) Rev. J. Kirkwood.

Professors.

English Literature and History,	T. H. Teegan, Esq.
English Composition, English Grammar, Geography, and Spelling, etc.	M. C. M'Clelland, Esq., LL.B.
Science and Art of Education,	G. Peyton, Esq., LL.D. R.U.I.
Elementary Science (with Laboratory Work),	John Bell, Esq., M.A., LL.D., T.C.D.
Arithmetic and Mensuration, Algebra, Geometry.	J. Brown, Esq., M.A., T.C.D.

Assistants to Professors

Manual Instruction, etc.,	Joseph J. Crane, Esq., LL.D., T.C.D.
Spelling and Punctuation and Book-keeping,	Miss Annie J. Gault.

Supplemental.

Classics,	Robert F. Crooke, Esq., M.A., T.C.D.
Irish,	J. J. M'Cormick, Esq.
Reading,	James Edgar, Esq., and Miss Mary O'Hea.
Drawing,	Joseph J. Crane, Esq., LL.D., and Miss Elinor Purser.
Assistant to Professor of Science and Instructress in Hand and Eye Training.	Miss Ellen M. Colgan.
Needlework,	Miss Kearney.
Vocal Music,	Brendan Rogers, Esq., Miss Annie Byrne.
Instrumental Music—Piano and Harmonium,	Miss Gordon, Miss Barry, and J. R. Leahy, Esq.
Practical Cookery,	Miss M'Mordie.
Clerk to Principals,	Mr. Andrew T. Matthews.
Assistant to Principal Men's Department, and Drill Instructor.	Mr. John Warnock.
Training Assistants, Men's Department,	Messrs. Matthew Reilly, John H. Killough,* and Guilford G. Dudley.
Training Assistants, Women's Department,	Miss Margaret Currell and Miss Mary Millar.
Matron, Men's Department,	Miss Devine.
Matron, Women's Department,	Miss M'Carthy.
Assistant Matron, do.,	Miss M'Mordie.
Medical Attendant,	J. Dallas Pratt, Esq., M.D., F.R.C.S.I.
Dentist,	Herbert A. Carter, Esq.
Junior Clerk,	Mr. Cornelius M'Mahon.

* Mr. Killough also assists the Professor of Science.

"St. Patrick's" Training College, Drumcondra.

(For Masters.)

Manager.—His Grace The Most Rev. W. J. Walsh, D.D., Archbishop of Dublin.

Staff in Session, 1906–1907.

Principal,	Very Rev. Peter Byrne, C.M.
Vice-Principal and Chaplain,	Rev. J. Hanley, C.M.
Dean,	Rev. J. Bennett, C.M.
Bursar and Professor of Religious Knowledge.	Rev. M. J. Gannon, C.M.

Professors.

Mathematics,	Henry C. M'Weeney, Esq., M.A., F.R.U.I.
English Language and Literature, &c., and Latin.	James Macken, Esq., B.A.
Methods of Teaching, School Organization, History of Education, Arithmetic, Book-keeping, Mensuration.	Stephen FitzPatrick, Esq.
Elementary Science and Manual Training and Drawing.	P. B. Foy, Esq.

Supplemental.

Elementary Hygiene,	E. J. M'Weeney, Esq., M.A., M.D., D.PH.
Music,	Joseph Seymour, Esq., MUS.B., and T. Logier, Esq.
French,	Mons. E. Cadic, LL.D., F.R.U.I.
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Reading,	M'Hardy Flint, Esq.
Irish,	T. O'Donoghue, Esq.
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"Our Lady of Mercy" Training College, Carysfort Park, Blackrock, Co. Dublin.

(For Mistresses.)

Manager.—His Grace The Most Rev. W. J. Walsh, D.D., Archbishop of Dublin.

Staff in Session, 1906–1907.

Principal,	Mrs. Keenan.
Vice-Principal,	Mrs. M. G. Whelan.
Chaplain,	One of the Clergymen attached to St. Joseph's, Blackrock.

Professors.

English Literature and Composition,	William Magennis, Esq., M.A., B.L., F.R.U.I.
Mathematics,	E. De Velera, Esq., M.A.
Geography and General History, Drill, and Science.	Miss Alice Connolly, Certificated Teacher.
Methods of Teaching, School Organization, History of Education, and Grammar.	Miss Connell.

SUPPLEMENTAL.

Irish,	O. Nolan, Esq.
Instrumental Music (Harmonium),	Mrs. Moloney, Convent National Schools. Mrs. Plunkett
French and Drawing,	Mrs. Farrell Convent National Schools.
Vocal Music—Tonic Sol-fa,	Mrs. Marlow, do.
Instrumental Music (Organ & Piano),	Mrs. Nolan, do.
Needlework,	Mrs. O'Brien, do.
Drawing,	Mrs. Talbot, do.
Practical Cookery and Manual Training.	Miss Annie Connolly, Certificated in Manchester.
Reading,	M'Hardy Flint, Esq.
Matron.	Mrs. O'Connor.
Medical Attendant,	Sir Christopher J. F. Nixon, J.P., M.D., LL.D., F.K.Q.C.P.I.

"CHURCH OF IRELAND" TRAINING COLLEGE, KILDARE-PLACE.

(For Masters and Mistresses.)

Manager.—His Grace The Most Rev. J. F. PEACOCKE, D.D., Archbishop of Dublin.

STAFF IN SESSION, 1906–1907.

Principal,	Rev. H. Kingsmill Moore, D.D., Ball. Coll., Oxon.
Lady Superintendent,	Miss Lloyd Evans, M.A.
Assistant, Women's Department,	Miss M. J. Smith.
Chaplain,	Rev. H. Kingsmill Moore, D.D., &c.

PROFESSORS.

Mathematical and Physical Sciences,	James C. Rea, Esq., B.A., Math. Sch. Queen's Coll., Belfast.
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English Language and Grammar, Geography, and Drawing.	John Cooke, Esq., M.A., T.C.D.
Methods of Teaching, School Organization, History of Education, Bookkeeping, and Elementary Science,	Jeremiah Henley, Esq.

SUPPLEMENTAL.

Music,	Charles O. Grandison, Esq., and Mrs. Blake.
Reading, &c.,	Miss Tomkins.
Gymnastic Instructor,	Mr. H. L. Harte.
Needlework,	Miss H. Heron.
Practical Cookery,	Miss Todd, Certificated by Northern Union School of Cookery, England.
Kindergarten, &c,	Miss Lloyd Evans.
Matron, Men's Department,	Mrs Eaton.
Matron, Women's Department,	Miss Earl.
Assistant Secretary and Accountant,	Miss M. R. Hatton
Medical Attendant and Lecturer on Hygiene.	Henry T. Bewley, Esq., M.D., M.S., &c.

"De La Salle" Training College, Newtown House, Waterford.
(For Masters.)

Manager, The Most Reverend R. A. Sheehan, D.D.,
Bishop of Waterford and Lismore.

Staff in Session, 1906–1907.

Principal,	Rev. Bro. Thomas R. Kane, M.A., B.E.
Vice-Principal,	Rev. Brother Ignatius P. Flood, B.A., R.U.I.
Chaplain,	Rev. Patrick Power.

Professors.

English,	Rev. Bro. Ignatius P. Flood, B.A., R.U.I.
Method of Teaching, School Organization, and History of Education.	Hugh Kerr, Esq., B.A., R.U.I.
Mathematics and Irish,	James L. Ahern, Esq., B.A., R.U.I.
Natural and Physical Science,	Rev. Brother Philip M. Healy, B.Sc. (Lond.), & A.R.C.Sc., and Rev. Brother Paul F. Pourret, L.Sc. (Paris).
History and Geography,	Rev. Brother Stephen T. M'Gourty.
Assistant Professor of Method, &c.,	Rev. Brother James D. Connors.
Assistant Professor of Methods, and Assistant to the Prefect of Discipline.	Rev. Brother Philbert M. Maher, B.A., R.U.I.
Assistant Professor of English Composition and Spelling, &c.	Rev. Bro. Berchan J. O'Donnell, B.A., R.U.I.
Reading and Practical Science,	Rev. Brother Brendan W. Herlihy.

Supplemental

Music (Vocal and Instrumental),	Henry Murray, Esq., M.T.S.C.
Drawing,	Samuel J. Murphy, Esq.
Secretary, Accountant, &c.,	Rev. Bro. Eulogius P. M'Carthy.
Prefect of Discipline,	Rev. Brother Max N. Brennan.
Drill Instructor,	Sergeant-Major Hibbert.
Medical Attendant,	J. J. O'Sullivan, Esq., M.D.

"St. Mary's" Training College, Belfast.
(For Mistresses.)

Manager.—The Most Reverend H. Henry, D.D.
Bishop of Down and Connor.

Staff—Session, 1906–1907.

Principal,	Mrs. M. F. Kennedy.
Vice-Principal,	Mrs. Crowe.
Chaplains,	The Clergymen of St. Paul's Church.
Bursar,	Mrs. M. C. Bean.

Professors.

Mathematics and History,	Miss Ryan, B.A.
Methods, &c.,	Miss G. C. Clarke.
English, &c,	Miss Mary M'Mahon, M.A., R.U.I.
Manual Instruction, Drawing, Needlework, and Kindergarten.	Miss Eliza Murphy,

Supplemental.

Music,	Miss Hannin and Miss Gilmore.
Elementary Science,	H. Lappin, Esq., B.A., R.U.I.
Reading, &c.,	Mr. J. Millen.
Irish,	Rev. G. Nolan, M.A., B.D.
Cookery,	Mrs. M. C. Bean.
Drill and Calisthenics,	Miss G. Nairn.
Medical Officer,	Alexander Dempsey, Esq., M.D.

"Mary Immaculate" Training College, Limerick.

(For Mistresses.)

Manager, The Most Reverend Edward T. O'Dwyer, D.D.,
Bishop of Limerick.

Staff—Session, 1906–1907.

Principal,	Mrs. Quinlan.
Vice-Principal,	Mrs. Cullinan.
Chaplain,	One of the Clergymen attached to the Diocesan College.

Professors.

English Literature, &c.,	Rev. A. Murphy.
Arithmetic and Mensuration,	Rev. A. O'Leary, M.A., R.U.I.
Science,	Rev. T. Hogan.
Practice of Teaching, Grammar, Reading, Science, &c.	Mrs. Connolly.
Practice of Teaching, Method, &c.,	Miss Mary Murphy, B.A., R.U.I.
Practice of Teaching and Recitation,	Mrs. Quinlan.
Practice of Teaching, Literature, Singing, &c.	Mrs. Cullinan and Mrs. Ryan.

Supplemental.

Vocal Music,	C. Kendal Irwin, Esq.
Practice of Teaching, Instrumental Music, and Drawing.	Mrs. M'Master.
Drawing,	Mr. Freith.
Irish,	Mrs. Harty.
Practice of Teaching, Needlework, &c.,	Mrs. Murphy.
Cookery,	Miss Mabel Vaughan.
Needlework, Arithmetic, Practice of Teaching, &c.	Mrs. Leonard.
Kindergarten, Reading, Practice of Teaching, Instrumental Music, &c.	Mrs. Byrne.
Medical Attendant,	J. Holmes, Esq., M.D.
Sacristan, Infirmarian, &c.,	Mrs. O'Connor.
Gymnastic Instructor,	Sergeant-Major Scott.

ANALYSIS of the Results of the ANSWERING at the EXAMINATIONS held in 1906-7 of the KING'S SCHOLARS in the TRAINING COLLEGES, at the end of their First and Final Years.

"MARLBOROUGH STREET TRAINING COLLEGE."

(*a*) MEN.

—	Final Year.	First Year.	Total.
Number of Students examined, . .	46	50	96
Character of Answering :—			
Excellent, ...	.	4	4
Very Good, ...	9	11	20
Good, ...	19	22	41
Fair, ...	12	10	22
Failed, ...	6	3	9
Total, ...	46	50	96

(*b*) WOMEN.

—	Final Year.	First Year.	Total.
Number of Students examined, . .	103	68	171
Character of Answering :—			
Excellent, ...	.	.	.
Very Good, ...	3	7	10
Good, ...	30	41	71
Fair, ...	50	13	63
Failed, ...	20	7	27
Total, ...	103	68	171

"ST. PATRICK'S" TRAINING COLLEGE.

	Final Year.	First Year.	Total.
	Men.	Men.	Men.
Number of Students examined, . .	84	76	160
Character of Answering :—			
Excellent, ...	.	3	3
Very Good, ...	7	16	23
Good, ...	26	36	62
Fair, ...	28	16	44
Failed, ...	23	5	28
Total, ...	84	76	160

"OUR LADY OF MERCY" TRAINING COLLEGE.

	Final Year.	First Year.	Total.
	Women.	Women.	Women.
Number of Students examined, . .	131	70	201
Character of Answering :—			
Excellent, ...	.	1	1
Very Good, ...	15	37	52
Good, ...	79	26	105
Fair, ...	32	3	35
Failed, ...	5	3	8
Total, . . .	131	70	201

"CHURCH OF IRELAND" TRAINING COLLEGE.

(*a*) MEN.

—	Final Year.	First Year.	Total.
Number of Students examined, . .	14	15	29
Character of Answering :—			
Excellent, ...	.	.	.
Very Good, ...	2	5	7
Good, ...	8	7	15
Fair, ...	3	3	6
Failed, ...	1	1	2
Total, ...	14	15	29

(*b*) WOMEN.

—	Final Year.	First Year.	Total.
Number of Students examined, . .	53	42	95
Character of answering :—			
Excellent, ...	.	.	.
Very good, ...	4	5	9
Good, ...	22	18	40
Fair, ...	24	15	39
Failed, ...	3	4	7
Total, ...	53	42	95

"DE LA SALLE" TRAINING COLLEGE.

	Final Year.	First Year.	Total.
	Men.	Men.	Men.
Number of Students examined,	84	80	164
Character of Answering :—			
Excellent,	.	.	.
Very Good,	1	27	28
Good,	35	36	71
Fair,	31	13	44
Failed,	17	4	21
Total,	84	80	164

"ST. MARY'S" TRAINING COLLEGE.

	Final Year.	First Year.	Total.
	Women.	Women.	Women.
Number of Students examined,	54	46	100
Character of Answering :—			
Excellent,	.	.	.
Very Good,	14	15	29
Good,	34	24	58
Fair,	5	4	9
Failed,	1	3	4
Total,	54	46	100

"MARY IMMACULATE" TRAINING COLLEGE.

	Final Year.	First Year.	Total.
	Women.	Women.	Women.
Number of Students examined,	48	54	102
Character of Answering :—			
Excellent,	.	.	.
Very Good,	11	13	24
Good,	33	37	70
Fair,	4	3	7
Failed,	.	1	1
Total,	48	54	102

I.—List of Eight Non-vested Schools taken into connexion.

County.	Circuit.	Roll No.	School.	Rural or Urban District or Town.	Religious Denomination of Manager.
Dublin, . . .	11	15895	Drumcondra, . .	County Borough of Dublin.	E.C.
Kildare, . . .	16	15896	Carnalway, . .	Naas (1) Rural .	E C.
Kilkenny, . . .	19	15893	Gazebo, . . Inft	Castlecomer Rural, .	R.C.
King's, . . .	16	15889	Killeagh No. 2, .	Tullamore Rural, .	E.C.
Louth, . . .	9	15888	Mellifont, .	Drogheda Rural, .	E.C.
Westmeath, . .	15	15892	Glasson, . Inft.	Athlone Rural .	R.C.
Wexford, . . .	12	15894	Rosslare (2), . .	Wexford Rural, .	E.C.
Galway, . . .	14	15890	Castlehackett, . .	Tuam Rural, . .	R.C.

II.—Four Struck-off Schools restored to Roll.

County.	Circuit.	Roll No.	School.	Rural or Urban District or Town.	Religious Denomination of Manager.
Armagh, . . .	6	10577	Belleville, .	Lurgan (1) Rural, .	Pres.
Longford, . . .	15	6769	Curracreehan, . .	Ballymahon Rural, .	R.C.
Leitrim, . . .	10	6454	Mooneenatieve, .	Manorhamilton Rural,	R.C.
Roscommon, . .	15	10171	Ratanagh, . .	Strokestown Rural, .	R.C.

III.—List of Eighty-six Non-Vested Schools struck off the Roll.

County.	Roll No.	School.	Rural or Urban District or Town.	Reason for striking School off Roll.
Antrim,	38	Ballylagan,	Larne Rural,	Not required.
,,	2645	Garry,	Ballymoney Rural,	,,
,,	2567	Creavery,	Antrim Rural,	Superseded by Creavery Vested School.
,,	2921	Eliza St.,	Co Boro' of Belfast,	,, St. Colman's B. N. S.
,,	9082	Wesley Place,	Ballymoney Urban,	Not required.
,,	10346	Largymore,	Lisburn Urban,	Superseded by Largymore Vested School.
,,	12212	Grosvenor rd., Inft.	Co. Boro' of Belfast,	Amalgamated with Grosvenor-road N. S.
Cavan,	4985	Tubber,	Enniskillen (2) Ru.,	Not required.
,,	8273	Lisboduff, B.,	Cootehill (1) Rural,	Amalgamated with Lisboduff G. N. S.
,,	8489	Ballydurrow, G.,	Oldcastle (2) Rural,	,, Ballydurrow B. N. S.
,,	9433	Ravenswood,	Cavan Rural,	Inoperative.
,,	10273	Kilmacaran,	Cootehill (1) Rural,	Not required.
,,	11879	Bawnboy, B.,	Bawnboy Rural,	Amalgamated w Bawnboy G. N. S.
,,	13858	Drumlane,	Cavan Rural,	Not required.
,,	13891	Lisnagirl (2),	Bailieboro' Rural,	Superseded by Lisnagirl (2) Vested School.
Donegal,	161	Carrowmore,	Inishowen Rural,	Superseded by Carrowmore Vested School.
,,	8623	Boyoughter,	Glenties Rural,	,, Letter N. S.
,,	11000	Carbry (2),	Inishowen Rural,	,, Carrowkeel N. S.
,,	15210	Carrickfin Island,	Glenties Rural,	,, Carrickfin Island Vested School.
Down,	3791	Lessans,	Hillsboro' Rural,	Not required in locality.
,,	11170	Tullymacknowes,	Downpatrick Rural,	,,
,,	12032	Ballymartin, G.,	Kilkeel Rural,	Amalgamated with Ballymartin B. N. S.
,,	12429	Ballynafeigh,	Co. Boro' of Belfast	Superseded by Ballynafeigh Vested School.
,,	13074	Donoughmore Glebe.	Newry Rural,	Not required.
,,	13610	Kilmore (2),	Downpatrick Rural,	,
Fermanagh,	9367	Aughnacloy,	Lisnaskea Rural,	Not required.
,,	11148	Carrickapolin,	,,	,,
Londonderry,	2603	Aghadowey, B.,	Coleraine Rural,	Amalgamated with Aghadowey G. N. S.
,,	3868	Fincairn, G.,	Limavady Rural,	,, Fincairn B. N. S.
,,	12055	Cooleyrammer,	Coleraine Rural,	Not required.
Monaghan,	5617	Carrickmacross Indl.,	Carrickmacross Urban.	Inoperative.
,,	10985	Clones, Inft.	Clones Urban,	Not required.
,,	14129	Feagh,	Cootehill (2) Rural,	,,
Tyrone,	8210	Corleen,	Omagh Rural,	Not required.
Clare,	4874	Scarriff, B.,	Scariff Rural,	Superseded by Scarriff B. Vested School.
,,	4875	,, G.,	,,	,, Scarriff G. Vested School
,,	8569	Cahir a Owen,	Kilrush Rural,	,, Shanavogh N. S.
Cork,	1198	Ballytibbet, B.,	Midleton Rural,	Amalgamated with Ballytibbet G. N. S.
,,	1792	Inchigeela, B.,	Macroom Rural,	Superseded by Inchigeela B. Vested School.
,,	2283	Lisheen, B.,	Skibbereen Rural,	,, Lisheen B. Vested School.
,,	3465	Inch, G.,	Skull Rural,	Amalgamated with Inch B. N. S.
,,	7833	Crookhaven,	,,	Superseded by Crookhaven Vested School.
,,	9959	Rockwood,	,,	,, Rockwood Vested School.
,,	11271	Lisheen, G.,	Skibbereen Rural,	,, Lisheen Vested School.
,,	12595	Gogginshill, Inft.	Cork Rural,	Replaced by Gogginshill Inft. Vested School.
,,	15081	Horse Island,	Skull Rural,	Inoperative.
Limerick,	3415	Rathkeale P.L.U.	Town of Rathkeale,	Inoperative.
Tipperary,	8898	Bishopswood,	Cashel Rural,	Superseded by Bishopswood Vested School.
,,	11348	Hore Abbey,	,,	Not required.
,,	11690	Donohill (2),	Tipperary (1) Ru.,	Has ceased operation.
,,	12852	Nenagh,	Nenagh Urban,	Superseded by Nenagh Vested School.

III.—List of Eighty-six Non-Vested Schools struck off the Roll—*continued.*

County.	Roll No.	School.	Rural or Urban District or Town.	Reason for striking School off Roll.
Waterford, .	2214	Currabaha, .	Kilmacthomas Ru.,	Inoperative.
,, .	8438	Castletown, .	Waterford (1) Ru.,	Superseded by Castletown Vested School.
Carlow, .	8276	Grange, G.,	Carlow Rural, .	Amalgamated with Grange B. N. S.
Dublin, .	4522	Corduff, .	Balrothery Rural,	Superseded by Corduff Vested School.
,, .	14284	Dolphin's Barn (2),	Co. Boro' of Dublin,	,, St. James's Parish N. S.
,, .	15321	St. Vincent's Convent, Junr.,	,, .	,, St. Vincent's Convent Junior Vested School.
.	15748	St. Catherine's W. Inft.	,, .	Inoperative.
Kildare, .	771	Kildare Convent,	Naas No. 1 Rural,	Amalgamated with Kildare Convent N. S. 15599.
.	12997	Brannoxtown, .	,, .	Has ceased operation.
Kilkenny, .	5520	Connahy, B,	Castlecomer, Rural,	Amalgamated with Connahy G. N. S.
King's, .	7471	Portarlington Convent.	Cloneygowan, .	Superseded by Portarlington Convent Vested School.
Louth, .	15859	St. Peter's Inft.,	Boro' of Drogheda,	Not required.
Meath, .	9891	Tyrcork, .	Kells Rural, .	Not required.
,, .	10914	Johnstown, G.,	Navan Rural, .	Amalgamated with Johnstown B. N. S.
Queen's, .	13215	Mountmellick (3)	Town of Mountmellick.	Not required.
Wicklow,	11777	Downs, B.,	Rathdrum Rural, .	Amalgamated with Downs G. N. S.
,, .	13551	Bromley, .	,, .	Average attendance insufficient.
Galway, .	7500	Newcastle, B.,	Loughrea Rural, .	Superseded by Newcastle B. Vested School.
,, .	7501	,, G.,	,, .	,, Newcastle G. Vested School.
,, .	9551	Kylemore, .	Ballinasloe (1) Ru.,	Inoperative.
,, .	11787	Kinvarra Convt.,	Gort Rural, .	Superseded by Kinvarra Convent Vested School.
,, .	12241	Carrowbrown, G.,	Galway Rural, .	Amalgamated with Carrabrown B. N. S.
,, .	13975	Sonnagh, .	Glennamaddy Ru.,	,, Sonnagh B. N. S.
Leitrim, .	8674	Mohill (2) G.,	Mohill Rural, .	Amalgamated with Mohill (2) B. N. S.
,, .	9839	Aughacashel, .	Ck.-on Shannon Ru.,	Superseded by Aughacashel Vested School
,, .	10366	Sunnaghbeg, .	Mohill Rural, .	,, Drumloughan N. S.
Mayo, .	1750	Ballina (1), B.,	Ballina Urban, .	Amalgamated with Ballina B. (2) N. S.
Roscommon,	5407	Kinard, .	Strokestown Rural,	Not required.
,, .	7041	Flaskagh, .	,, .	Inoperative.
,, .	8112	Drumboylan, G.,	Ck.-on-Shannon (2) Rural.	Amalgamated with Drumboylan B. N. S.
,, .	10113	Mount Charles,	Castlerea Rural, .	Superseded by Fairymount B. and G. N. SS.
Sligo, .	4161	Cloonanure, B.,	Boyle (2) Rural, .	Superseded by Cloonanure B. Vested School.
,, .	9772	,, G.,	,, .	,, Cloonanur G. Vested School.
,, .	10486	Carrowrile, G.,	Tubbercurry Rural,	Amalgamated with Carrowrile B. N. S.
,, .	11963	Rosses Point, G.,	Sligo Rural, .	Rosses Point B. N. S.

IV.—List of Forty-two Building Cases brought into operation.

County.	Circuit.	Roll No.	School.	Rural or Urban District or Town.	How vested	Religious Denomination of Manager.
Antrim,	3	15814	Creavery,	Antrim Rural,	V.C	Pres.
,,	7	15838	Largymore,	Lisburn Urban,	V.T.	E.C.
,,	3	15851	Ballynashee,	Antrim Rural,	V.C.	Pres.
,,	8	15852	St. Colman's, B.	Co. Borough of Belfast.	V.T.	R.C.
Cavan,	5	15039	Lisnagirl (2),	Bailieboro' Rural,	V.T.	R.C.
Donegal,	1	15706	Gortnabrade,	Milford Rural,	V.T.	R.C.
,,	,,	15813	Carrickfin Island,	Glenties Rural,	V.T.	R.C.
,,	2	15833	Carrickmaquigley,	Inishowen Rural,	V.T.	R.C.
,,	,,	15834	Carrowkeel,	Do.	V.T.	R.C.
,,	,,	15843	Carrowmore,	Do.	V.T.	R.C.
,,	1	15847	Letter,	Glenties Rural,	V.T.	R.C.
Down,	8	15806	Ballynafeigh,	Co. Borough of Belfast.	V.T.	Meth.
Londonderry,	3	15762	Drumard,	Coleraine Rural,	V.C.	Pres.
,,	2	15825	Drumaneeny,	L'derry (1), Ru.,	V.T.	R.C.
Tyrone,	4	15681	Tullyallen,	Dungannon Ru.,	V.T.	R.C.
Clare,	17	15801	Scariff, B.	Scariff Rural,	V.T.	R.C.
,,	,,	15802	Do., G.	Do.	V.T.	R.C.
,,	,,	15847	Shanavogh,	Kilrush Rural,	V.T.	R.C.
Cork,	22	15563	Lisheen, B.	Skibbereen Ru.,	V.T	R.C.
,,	,,	15564	Do., G.	Do.	V.T.	R.C.
,,	,,	15694	Crookhaven,	Skull Rural,	V.T.	R.C.
,,	,,	15788	Inchigeela, B.	Macroom Rural,	V.T.	R.C.
,,	,,	15850	Rockwood,	Skull Rural,	V.T.	R.C.
Kerry,	20	15844	Ballyduff,	Dingle Rural,	V.T.	R.C.
Tipperary,	18	15535	Bishopswood,	Cashel Rural,	V.T.	R.C.
,,	,,	15778	Nenagh,	Nenagh Urban	V.T.	E.C.
Waterford,	19	15841	Castletown,	Waterford (1) Ru.	V.T.	R.C.
Dublin,	11	15950	Corduff,	Balrothery Rural,	V.T.	R.C.
,,	12	15767	St. James's Parish,	Co. Borough of Dublin.	V.T.	E.C.
,,	11	15816	St. Vincent's Con., Jr.	Co. Borough of Dublin.	V.T.	R.C.
King's,	16	15556	Portarlington Convent,	Cloneygowan Ru.	V.T.	R.C.
Galway,	14	15523	Kinvara Convent,	Gort Rural,	V.T.	R.C.
,,	,,	15679	Tawin Island,	Galway Rural,	V.T.	R.C.
,,	,,	15771	Newcastle, B.	Loughrea Rural,	V.T.	R.C.
,,	,,	15772	Do., G.	Do.	V.T.	R.C.
Leitrim,	10	15356	Aughacashel,	Carrick-on-Shannon Rural.	V.T.	R.C.
,,	,,	15665	Drumloughan,	Mohill Rural,	V.T.	R.C.
Roscommon,	15	15425	Fairymount, B.	Castlerea Rural,	V.T.	R.C.
,,	,,	15426	Do., G.	Do.	V.T.	R.C.
Sligo,	10	15213	Cloonanure, B.	Boyle (2) Rural,	V.T.	R.C.
,,	,,	15214	Do., G.	Do.	V.T.	R.C.
,,	,,	15514	Tubbercurry, B.	Tubbercurry Ru.	V.T.	R.C.

V.—List of One Hundred and Thirty-six Vested Schools, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 31st December, 1906.

County.	Roll No.	School.	Number of Pupils to be accommodated.	How vested.
Antrim,	15392	Dunseverick,	80	V.C.
,,	15519	Cloughmills,	80	V.T.
,,	15684	Killygore,	100	V.C.
,,	15862	Donegall Road,	350	V.T.
,,	15874	Loanends,	100	V.C.
,,	15877	Craigmore,	120	V.T.
,,	15881	Woodvale,	400	V.T.
,,	15891	Larne Parochial,	250	V.T.
Armagh,	15568	Dorsey,	120	V.T.
,,	15652	Carricknagavna,	120	V.T.
,,	15800	Esky,	100	V.T.
,,	15880	Bessbrook Convent,	250	V.T.
Cavan,	15502	Killinkere, B.	75	V.T.
,,	15503	Do. G.	75	V.T.
,,	15579	Drumleaden,	120	V.T.
Donegal,	15521	Ballymichael,	150	V.T.
,,	15532	Croaghross,	80	V.T.
,,	15554	Gortnacart,	60	V.T.
,,	15641	Derrylaghan,	80	V.T.
,,	15657	Dooey,	80	V.T.
,,	15818	Anagry,	100	V.T.
,,	15873	The Castle,	100	V.C.
,,	15876	Cammin,	60	V.T.
Down,	15824	Belvoir Hall,	400	V.T.
,,	15839	Gransha,	100	V.C.
Fermanagh,	15826	Killadeas,	60	V.C.
,,	15837	Derrybrick,	40	V.T.
Londonderry,	15704	Knocknagin,	80	V.T.
,,	15713	Christ Church, B.	175	V.T.
,,	15714	Do. G.	175	V.T.
Monaghan,	15687	Greenan's Cross,	100	V.T.
Tyrone,	15376	Glenrone,	80	V.T.
,,	15412	Seskinore (2),	80	V.T.
,,	15812	Caledon,	100	V.T.
,,	15840	St. Patrick's Monastery,	250	V.T.
,,	15860	Brackaville, B.	120	V.T.
Clare,	15520	Caherhurley,	80	V.T.
,,	15549	Ballybran,	120	V.T.
,,	15836	Kilkerrin,	60	V.T.

V.—List of One Hundred and Thirty-six Vested Schools—*con.*

County.	Roll No.	School.	Number of Pupils to be accommodated.	How vested.
Cork,	15159	Bunmona,	60	V.T.
,,	15323	Kilcullen, B.	60	V.T.
,,	15324	Do. G.	60	V.T.
,,	15594	Grange,	100	V.C.
,,	15597	Macroom, B.	175	V.T.
,,	15598	Do. G.	175	V.T.
,,	15630	Kilcolman, B.	60	V.T.
,,	15631	Do. G.	60	V.T.
,,	15661	Cullen, B.	150	V.T.
,,	15662	Do. G.	150	V.T.
,,	15707	Youngfield,	80	V.T.
,,	15858	Kildinan,	60	V.T.
Kerry,	14572	St. Joseph's, Miltown,	200	V.T.
,,	14998	Lyreacrompane,	200	V.T
,,	15592	Ventry, B.	100	V.T.
,,	15593	Do. G.	100	V.T.
,,	15600	Brackluin, B.	175	V.T.
,,	15601	Do. G.	175	V.T.
,,	15644	Tiernaboul, B.	75	V.T.
,,	15645	Do. G.	75	V.T.
,,	15660	Clooncurra,	200	V.T.
,,	15668	Lettir, B.	60	V.T.
,,	15669	Do. G.	60	V.T.
,,	15757	Caherleheen, B.	60	V.T.
,,	15758	Do. G.	60	V.T.
,,	15875	Ballyroe,	80	V.T.
,,	15878	Derryquay,	100	V.T.
Limerick,	15680	Roxborough,	60	V.T.
,,	15685	Athea, B.	175	V.T.
,,	15686	Do. G.	175	V.T.
,,	15692	Bilboa, B.	125	V.T.
,,	15693	Do. G.	125	V T.
,,	15700	Cloverfield,	80	V.T.
Tipperary,	15526	Tour,	80	V.T.
,,	15677	Lisvernane,	150	V.T.
,,	15678	Aherlow,	100	V.T.
,,	15696	Silvermines, B.	75	V.T.
,,	15697	Do. G.	75	V.T.
,,	15703	Cashel, inft.	200	V.T.
,,	15861	Coolmoyne,	80	V.T.
Waterford,	15528	Cappoquin	120	V.T.
,,	15642	Portlaw Convent,	300	V.T.
,,	15658	Moonameen,	80	V.T.
Kilda	15655	Robertstown,	100	V.T.
,,	15769	Monasterevan Convent,	600	V.T.
,,	15870	Newbridge, B.	150	V.T.
,,	15871	Do. inft.	270	V.T.
Kilkenny,	15632	Kilmacow Convent,	150	V.T.
,,	15695	Goresbridge Convent,	100	V.T.

V.—List of One Hundred and Thirty-six Vested Schools—*con.*

County.	Roll No.	School.	Number of Pupils to be accommodated.	How vested.
King's,	15395	Mount Bolus, B.	75	V.T.
,,	15396	Do. G.	75	V.T.
,,	15612	Cadamstown,	80	V.T.
,,	15656	Ballykilmurry,	80	V.T.
Meath,	15483	Rathkenny, B.	75	V.T.
,,	15487	Do. G.	75	V.T.
Queen's	15562	Foxrock,	80	V.T.
,,	15867	Knockaroo,	100	V.T.
Wicklow,	15676	Wicklow, B.	200	V.T.
Galway,	15508	Brooklawn,	150	V.T.
,,	15513	Inishlacken,	60	V.T.
,,	15587	Gortnadeeve, B.	75	V.T.
,,	15588	Do. G.	75	V.T.
,,	15708	Moycullen, B.	100	V.T.
,,	15709	Do. G.	100	V.T.
,,	15796	Curandrum,	80	V.T.
,,	15817	Shanballymore,	120	V.T.
,,	15829	St. Joseph's (Ballinruane),	120	V.T.
,,	15835	St. Brendan's (Loughrea)	250	V.T.
,,	15842	Flaskagh,	120	V.T.
,,	15845	Inishturbot,	60	V.T.
,,	15846	Inishturk,	60	V.T.
,,	15872	St. Joseph's (Ballinaboy)	80	V.T.
Leitrim,	15690	Cornagon,	80	V.T.
,,	15809	Corduff,	120	V.T.
Mayo,	14866	Bullsmouth,	60	V.T.
,,	15542	Swinford Convent,	400	V.T.
,,	15608	St. Patrick's (Falleighter), B.	100	V.T.
,,	15609	Do. do., G.	100	V.T.
,,	15682	Ballyglass, B.	75	V.C.
,,	15683	Do. G.	75	V.C.
,,	15705	Rathkell,	80	V.T.
,,	15819	Crucknacolly,	60	V.T.
,,	15854	Rahins,	120	V.T.
,,	15864	Glencalry,	40	V.T.
,,	15866	Carrakennedy,	100	V.T.
Roscommon,	15543	Tibohine, B.	125	V.T.
,,	15544	Do., G.	125	V.T.
,,	15614	Taughmaconnell, B.	75	V.T.
,,	15615	Do., G.	75	V.T.
,,	15648	Clonowen, B.	100	V.T.
,,	15649	Do. G.	100	V.T.
,,	15653	Ballyforan, G.	80	V.T.
,,	15664	Granlahan, G.	150	V.T.
Sligo,	15527	Roughley,	60	V.T.
,,	15606	Mount Town,	120	V.T.
,,	15607	Gleneaskey,	60	V.T.
,,	15663	Lugnagal,	100	V.T.

VI.—List of Thirty Schools (Vested) placed on the Suspended List.

County.	Roll No.	School.	Rural or Urban District or Town.	How vested.	Reason for placing School on the Suspended Lists.
Antrim,	1631	Ballynashee,	Antrim Rural,	V.T.	Superseded by Ballynashee New Vested School.
Cavan,	13059	Crosserlough, G.	Cavan Rural,	V.T.	Amalgamated with Crosserlough B. N. S.
,,	13642	Cormaddyduff, B.	Oldcastle (2) Rural,	V.T.	Amalgamated with Cormaddyduff G. N. S.
Fermanagh,	3295	Liscrievan,	Irvinestown Rural,	V.C.	Not required.
Monaghan,	12878	Drummuck, G.	Castleblayney Rural	V.T.	Amalgamated with Drummuck B. N. S.
Tyrone,	2882	Tullyallen,	Dungannon Rural,	V.T.	Superseded by Tullyallen New Vested School.
,,	3988	Dooish, G.	Castlederg Rural,	V.C.	Amalgamated with Dooish B. N. S.
,,	14730	Aughnaglea, G.	Omagh Rural,	V.T.	Amalgamated with Aughnaglea B. N. S.
Clare,	2382	Kilkee, G.	Kilrush Rural,	V.T.	Not required.
,,	6985	Glandree, B.	Scariff Rural,	V.C.	Amalgamated with Glandree G. N. S.
Cork,	2806	Kilcullen, B.	Macroom Rural,	V.T.	Has ceased operation.
,,	3423	Clogagh, G.	Clonakilty Rural,	V.C.	Amalgamated with Clogagh B. N. S.
,,	12394	Rusheen, B.	Macroom Rural,	V.T.	Amalgamated with Rusheen G. N. S.
,,	12543	Chimneyfield, G.	Fermoy Rural,	V.C.	Amalgamated with Chimneyfield B. N. S.
Kerry,	1702	Farrankilla,	Dingle Rural,	V.T.	Superseded by Ballyduff N. S.
	12199	Tyromoyle, G.	Caherciveen Rural,	V.T	Amalgamated with Tyromoyle B. N S.
Limerick,	4468	Killacolla, G.	Kilmallock (1) Rural.	V.T.	Amalgamated with Killacolla B. N. S.
Meath,	14765	Fraine B.	Trim Rural,	V.T.	Amalgamated with Fraine G. N. S.
Wexford,	7785	Enniscorthy Model G.	Enniscorthy Urban,	V.C.	Amalgamated with Enniscorthy Model B. N. S.
,,	13300	Glanbrian, G.	Enniscorthy Rural,	V.T.	Amalgamated with Glanbrian B. N. S.
Wicklow,	663	Kilquiggan, G.	Shellelagh Rural,	V.C.	Amalgamated with Kilquiggan B. N. S.

VI.—List of Thirty Schools (Vested) placed on the Suspended List—*con.*

County.	Roll No.	School.	Rural or Urban District or Town.	How vested.	Reasons for placing School on the Suspended Lists.
Galway, .	3051	Loughrea, . .	Loughrea Rural, .	V.T.	Not required.
,, . .	12142	Aughris, . G.	Clifden Rural, .	V.T.	Amalgamated with Aughris B. N. S.
,, . .	13323	Innisheer, . G.	Galway Rural, .	V.T.	Amalgamated with Innisheer B. N. S.
Mayo, . .	13445	St. Mary's, . G.	Castlebar Rural, .	V.T.	Amalgamated with St. Mary's B. N. S.
Roscommon, .	3910	Lisdrumneil, .	Castlerea Rural, .	V.T.	Superseded by Fairymount B. and G. N. SS.
,, .	13801	Currasallagh, G.	Do., . .	V.T.	Amalgamated with Currasallagh B. N. S.
,, .	15013	Kiltycreighton, G.	Boyle (1) Rural, .	V T.	Amalgamated with Kiltycreighton B. N. S.
Sligo, . .	1853	Tubbercurry, B.	Tubbercurry Rural,	V.T.	Superseded by Tubbercurry B. N. S.
,, . .	12309	Buninadden, G.	Do., . .	V.T.	Amalgamated with Buninadden B. N. S.

VII.—General Summary of Operative, Building, and Inoperative Schools.

County.	Operative Schools.	Building Schools.	Inoperative Schools.	Total.	County.	Operative Schools.	Building Schools.	Inoperative Schools.	Tota .
Antrim, .	702	8	–	710	Kildare, .	106	4	–	110
Armagh, .	272	4	–	276	Kilkenny, .	180	2	–	182
Cavan, .	273	3	1	277	King's, .	121	4	–	125
Donegal, .	435	8	2	445	Longford, .	109	–	–	109
Down, .	512	2	1	515	Louth, .	114	–	–	114
Fermanagh, .	179	2	–	181	Meath, .	168	2	–	170
Londonderry, .	296	3	–	299	Queen's, .	119	2	–	121
Monaghan, .	183	1	1	185	Westmeath, .	143	–	–	143
Tyrone, .	362	5	–	367	Wexford, .	178	–	–	178
Clare, . .	264	3	–	267	Wicklow, .	134	1	–	135
Cork, . .	733	12	1	746	Galway, .	419	14	1	434
Kerry, . .	363	15	–	378	Leitrim, .	205	2	1	208
Limerick, .	262	6	1	269	Mayo, . .	424	11	–	435
Tipperary, .	322	7	1	330	Roscommon, .	251	8	1	260
Waterford, .	141	3	–	144	Sligo, . .	214	4	–	218
Carlow, .	83	–	1	84					
Dublin, .	335	–	–	335	Total, .	8,602	136	12	8,750

Convent and Monastery Schools.

(*a.*)—Three Hundred and Two Convent National Schools paid by Capitation.

Province and County.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily attendance for year ended 31st Dec., 1906.	
						All Pupils.	3-15.
ULSTER.							
Co. Antrim,	7	15667	Lisburn,	Sacred Heart,	208	162	160
,,	,,	7059	Crumlin-road,	Sisters of Mercy,	270	220	218
,,	,,	10566	St. Catherine's,	Dominican,	365	271	267
,,	,,	13843	Star of the Sea,	Sisters of Mercy,	338	238	234½
,,	,,	14138	St. Joseph's Crumlin-road.	do.,	117	56	55
,,	,,	15278	St. Vincent's (Odessa-st.)	Sisters of Charity,	761	483	483
,,	3	8056	St. Malachy's,	Sisters of Mercy,	533	352	346
,,	3	9488	St. Mary's,	Cross and Passion,	169	125	122
Co. Armagh,	6	9719	Edward-street, Inft.	Sisters of Mercy,	452	360	360
,,	,,	15183	Church-place,	do.,	141	102	87
,,	,,	8220	Mt. St. Catherine,	Sacred Heart,	343	243	240
,,	,,	10856	Keady,	Poor Clares,	197	144	140
,,	9	13868	Maghernahely,	Sisters of Mercy,	218	136	133
Co. Cavan,	5	8490	Cavan,	Poor Clares,	299	194	186
,,	,,	10176	Ballyjamesduff,	do.,	183	125	118
,,	,,	11789	Belturbet,	Sisters of Mercy,	183	120	116
,,	,,	12093	Cootehill,	do.,	104	65	62
Co. Donegal,	1	15016	Letterkenny,	Loreto,	90	68	66
,,	,,	10165	Glenties,	Sisters of Mercy,	88	60	54
,,	2	2055	Glentogher, sen. B. & G.	do.,	71	43	43
,,	,,	9278	Moville,	do.,	125	99	99
,,	,,	10689	St. Patrick's,	do.,	160	114	112
,,	1	14705	Ballyshannon (2),	do.,	168	103	99
Co. Down,	8	15504	Nazareth House,	Sisters of Nazareth,	178	172	172
,,	,,	15505	Nazareth Lodge,	do.,	119	118	118
,,	,,	15390	St. Matthew's,	Cross and Passion,	495	344	344
,,	,,	10253	Mt. St. Patrick,	Sisters of Mercy,	295	211	199
,,	9	243	St. Clare's,	Poor Clares,	703	478	469
,,	,,	9725	Rostrevor,	Sisters of Mercy,	115	70	69
,,	,,	13732	Warrenpoint,	do.,	105	77	72
,,	,,	7508	Canal street,	do.	451	289	280
Co. Fermanagh,	5	2035	Enniskillen Infant,	Sisters of Mercy,	78	57	57
Co. L'Derry,	2	6168	St. Eugene's Cathedral,	Sisters of Mercy,	729	576	562
,,	,,	13212	St. Patrick's (2),	do.,	322	232	227
,,	,,	14598	St. Columb's, G. Inft.,	do.,	132	97	96
,,	,,	14599	do., B. Inft.	do.,	186	138	136
,,	,,	14915	Nazareth House,	Sisters of Nazareth,	264	186	181
,,	3	14007	St. Mary's, Magherafelt,	Immaculate Conception,	83	68	61
,,	,,	15066	do., Inft.	do.,	73	60	59

(*a.*)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily attendance for year ended 31st Dec., 1906.	
						All Pupils.	8–15.
ULSTER—*con.*							
Co. TYRONE,	1	10110	Strabane,	Sisters of Mercy,	595	403	384
,,	4	14272	Omagh,	Loreto,	289	187	181
,,	,,	13814	Cookstown,	Sisters of Mercy,	208	166	158
,,	,,	14458	St. Patrick's,	do.,	304	204	199
MUNSTER.							
Co. CLARE,	17	10644	Ennistymon,	Sisters of Mercy,	278	192	174
,,	,,	12962	Tulla,	do.,	164	132	117
,,	18	15162	Killaloe,	do.,	159	111	105
,,	17	7315	Ennis,	do.,	524	345	324
,,	,,	11800	Kilkee,	do.,	257	172	158
,,	,,	13374	Kilrush,	do.,	504	366	328
Co. CORK,	21	512	Midleton,	Presentation,	521	371	360
,,	,,	3828	Youghal,	do.,	579	399	365
,,	,,	6376	Queenstown,	Sisters of Mercy,	679	512	496
,,	,,	7419	St. Mary's (Carrigtwohill)	Poor Servants of the Mother of God and the Poor.	171	122	121
,,	,,	13450	Rushbrook,	Sisters of Mercy,	94	79	79
,,	,,	1541	Charleville,	do.,	129	100	97
,,	,,	13031	St. Joseph's, Inft.	do.,	189	136	135
,,	,,	2278	Millstreet,	Presentation,	268	190	170
,,	22	10047	Macroom,	Sisters of Mercy,	413	311	299
,,	21	10232	Kanturk,	do.,	262	172	163
,,	,,	2258	Fermoy,	Presentation,	498	351	338
,,	,,	4268	Doneraile,	do.,	184	126	117
,,	,,	4630	Mallow,	Sisters of Mercy,	455	296	285
,,	,,	11855	Buttevant,	do.,	144	106	101
,,	,,	12791	Mitchelstown,	Presentation,	352	226	213
,,	22	9161	Bantry,	Sisters of Mercy,	344	262	243
,,	,,	13372	St. Patrick's, B. Inft.	do.,	147	111	111
,,	,,	15832	St. Patrick's, Inft.	do.,	69	58	58
,,	,,	7651	Clonakilty,	Sisters of Mercy,	327	229	214
,,	,,	8430	Skibbereen,	do.,	337	243	224
,,	,,	13661	St. Mary's,	Sisters of Charity,	192	139	122
,,	,,	13662	Do., Inft.	do.,	197	139	139
,,	,,	14813	Roscarbery,	Sisters of Mercy,	293	216	196
,,	,,	4572	Kinsale,	do.,	528	380	365
,,	,,	5257	Bandon,	Presentation,	399	263	248
,,	21	5940	Blackrock,	Ursuline,	121	86	85
,,	22	6153	St. Finbar's,	Presentation,	1,110	803	767
,,	21	12213	Clarence-street, Inft.	do.,	543	402	397
,,	,,	13696	St. Vincent's,	Sisters of Charity,	1,426	1,012	966
,,	22	14000	St. Joseph's,	Sisters of Mercy,	1,259	862	848
,,	21	14105	Clarence-street,	Presentation,	743	503	485
,,	22	14594	St. Finbar's, B. Inft.	do.,	242	191	187
,,	,,	14299	St. Mary's, Passage West,	Sisters of Mercy,	321	274	268
,,	,,	14722	Schull,	do.,	120	91	86
Co. KERRY,	20	4062	Listowel,	Presentation,	450	310	285
,,	,,	11849	Lixnaw,	do.,	107	83	68
,,	,,	15335	Do. Inft.	do.,	70	46	46
,,	,,	13233	Ballybunion,	Sisters of Mercy,	181	122	107
,,	,,	1859	Milltown,	Presentation,	151	99	84
,,	,,	13530	Moyderwell,	Sisters of Mercy,	579	388	372

(*a.*)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily attendance for year ended 31st Dec., 1906.	
						All Pupils.	8-15.
MUNSTER—*con.*							
Co. KERRY—*con.*	20	13615	Tralee (2),	Sisters of Mercy,	338	257	231
,,	,,	14952	Castleisland,	Presentation,	447	345	315
,,	,,	10050	St. Gertrude's,	Loreto,	60	37	37
Co. LIMERICK,	20	7439	Abbeyfeale,	Sisters of Mercy,	231	175	153
,,	18	15127	Cappamore,	do.,	198	137	121
,,	,,	13898	Hospital,	Presentation,	343	286	254
,,	,,	14625	Doon,	Sisters of Mercy,	239	169	134
,,	21	13026	Kilfinane,	do. of Charity,	327	278	267
,,	17	570	SS. Mary and Munchin's,	do. of Mercy,	708	530	510
,,	,,	15777	St. Vincent de Paul's,	do.,	261	179	169
,,	,,	5547	Sexton-street,	Presentation,	627	550	512
,,	,,	6936	St. John's-square,	Sisters of Mercy,	653	469	458
,,	,,	9296	Adare,	do.,	114	84	71
,,	,,	10684	Mt. St. Vincent,	do.,	164	130	125
,,	,,	11197	Bruff,	Faithful Companions of Jesus,	213	170	168
,,	,,	12718	St. Vincent de Paul, Inft.	Sisters of Mercy,	383	268	268
,,	,,	13480	St. Mary's, B. Inft.	do.,	226	164	164
,,	,,	14199	St. John's-square, B. Inft.	do.,	230	163	163
,,	,,	14596	Sexton-street, G. Inft.	Presentation,	312	219	219
,,	,,	6032	St. Catherine's,	Sisters of Mercy,	252	195	168
,,	,,	6569	St. Anne's,	do.,	255	192	172
,,	,,	12975	St. Joseph's, Inft.	do.,	172	130	130
,,	,,	14555	Do.,	do.,	130	93	87
Co. TIPPERARY,	18	2133	Airhill,	Sacred Heart,	280	210	196
,,	,,	7392	Nenagh,	Sisters of Mercy,	567	395	376
,,	,,	13371	Borrisokane,	do.,	223	170	161
,,	,,	3486	Borrisoleigh,	do.,	116	87	81
,,	,,	4068	Thurles,	Presentation,	530	381	357
,,	,,	9407	Templemore,	Sisters of Mercy,	174	135	125
,,	,,	15334	Ballingarry	Presentation,	158	102	87
,,	,,	9432	Tipperary,	Sisters of Mercy,	423	287	275
,,	,,	581	Cashel,	Presentation,	315	221	216
,,	,,	4133	Clogheen,	Sisters of Mercy,	178	135	129
,,	,,	7232	Drangan,	do.,	130	100	93
,,	,,	8903	Fethard,	Presentation,	286	237	226
,,	,,	10120	Cahir,	Sisters of Mercy,	295	218	202
,,	21	10437	Ballyporeen,	do.,	148	91	84
,,	18	11872	Carrick-on-Suir,	Presentation,	593	482	455
,,	,,	12349	Morton-street,	Sisters of Charity,	637	445	430
,,	,,	13107	St. Joseph's (Carrick-on-Suir).	Sisters of Mercy,	199	142	140
,,	,,	13404	New Inn,	do.,	101	73	70
,,	,,	12180	Clonmel,	Presentation,	268	189	181
Co. WATERFORD,	19	5095	Ardmore,	Sisters of Mercy,	66	49	47
,,	21	12911	Lismore,	Presentation,	231	162	156
,,	,,	15457	Cappoquin,	Sisters of Mercy,	168	130	124
,,	19	11556	Kilmacthomas,	do.,	126	107	105
,,	,,	11944	Waterford,	Presentation,	463	312	304
,,	,,	12007	Ferrybank,	Sacred Heart,	177	123	120
,,	,,	12087	Dungarvan (2),	Presentation,	268	179	173
,,	,,	12334	Star of the Sea,	Sisters of Charity,	216	160	156
,,	,,	12403	St. Joseph's,	do.,	801	573	552
,,	,,	12522	Portlaw,	Sisters of Mercy,	200	134	132
,,	,,	12535	St. John's (2),	Ursuline,	333	239	230
,,	,,	12578	Dunmore, East,	Sisters of Mercy,	122	89	78

(*a.*)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily attendance for year ended 31st Dec., 1906.	
						All Pupils.	3-15.
MUNSTER—*con.*							
Co. WATERFORD —*con.*	19	13020	Stradbally,	Sisters of Mercy,	139	93	89
"	"	14938	St. Otteran's,	do.,	428	267	261
"	"	15295	St. Alphonsus,	St. John of God,	178	127	125
LEINSTER.							
Co. CARLOW,	19	15245	Carlow,	Presentation,	453	393	376
"	"	10010	Do., Inft.	Sisters of Mercy,	158	142	141
"	"	13507	Tullow,	Brigidine,	282	181	177
"	"	1926	Bagnalstown,	Presentation,	436	288	265
Co. DUBLIN,	11	1149	King's Inns-st.,	Sisters of Charity,	1,212	1,001	962
"	"	5933	George's-hill,	Presentation,	891	622	602
"	"	9932	Stanhope-street,	Sisters of Charity,	937	710	690
"	"	11883	Baldoyle,	do.,	178	130	128
"	"	12408	Cabra,	Dominican,	129	103	103
"	"	12448	Gardiner-street,	Sisters of Charity,	1,494	1,142	1,106
"	"	13887	Mount Sackville,	St. Joseph's,	79	58	57
"	"	14515	East Wall,	Sisters of Charity,	377	319	315
"	"	15056	St. Vincent's,	Sisters of Charity,	1,131	889	877
"	"	15816	Do. junior	do.,	837	665	665
"	"	743	St. James's (1),	do.,	1,031	738	723
"	12	2018	Baggot-street,	Sisters of Mercy,	1,489	967	901
"	11	13447	Lucan,	Presentation,	281	220	214
"	12	7032	Loreto (Leeson-lane),	Loreto,	646	471	463
"	11	7546	Golden Bridge,	Sisters of Mercy,	602	405	393
"	"	7883	Clondalkin,	Presentation,	246	184	178
"	12	11064	Weaver's-square,	Sisters of Mercy,	1,135	761	746
"	"	12471	Our Lady's Mount,	Sisters of Charity,	552	404	396
"	"	13611	Warrenmount,	Presentation,	856	695	679
"	"	1985	Booterstown,	Sisters of Mercy,	199	141	137
"	"	5600	Kingstown,	Dominican,	915	654	641
"	"	11832	Mount Anville,	Sacred Heart,	165	126	124
"	"	11894	Sandymount,	Sisters of Charity,	392	288	280
"	"	12509	St. Anne's,	do.,	228	175	171
"	"	14586	Blackrock,	Sisters of Mercy,	510	399	378
"	"	729	Loreto,	Loreto,	151	119	116
"	"	7182	Dalkey,	do.,	225	178	175
"	11	11569	Townsend-street,	Sisters of Mercy,	852	527	513
"	12	13612	St. Joseph's, Terenure,	Presentation,	400	268	262
"	"	15480	Harold,	Sisters of Mercy,	355	285	275
Co. KILDARE,	11	779	Maynooth,	Presentation,	225	171	162
"	16	1151	Clane,	do.,	107	73	71
"	"	15040	Naas,	Sisters of Mercy,	272	213	208
"	11	11976	Kilcock,	Presentation,	162	123	121
"	16	782	Monasterevan,	Sisters of Mercy,	135	99	91
"	"	13782	Do. Inft.	do.	80	65	65
"	"	2106	Newbridge, Inft.	Immaculate Conception,	237	178	176
"	"	11745	Great Connell,	do.,	151	119	114
"	"	11806	Kilcullen,	Cross and Passion,	169	116	116
"	"	13373	St. Michael's (Athy),	Sisters of Mercy,	491	301	293
"	"	15599	Kildare,	Presentation,	302	235	218

(*a.*)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily Attendance for year ended 31st Dec., 1906.	
						All Pupils.	3–15.
LEINSTER—*con.*							
Co. KILKENNY,	19	2181	Thomastown,	Sisters of Mercy,	239	160	156
,,	,,	9134	Goresbridge,	Brigidine,	142	109	106
,,	,,	10478	St. Patrick's,	St. John of God,	371	260	253
,,	,,	10835	Castlecomer,	Presentation,	276	189	173
,,	,,	13675	Callan,	Sisters of Mercy,	303	215	205
,,	,,	13885	Kilkenny,	Presentation,	671	515	471
,,	,,	5437	Mooncoin,	do.,	184	115	110
,,	,,	7260	Kilmacow,	do.,	145	112	108
KING'S CO.,	16	3220	Birr,	Sisters of Mercy,	348	287	270
,,	,,	5913	Kilcormac,	do.,	171	122	113
,,	,,	13503	St. Rynagh's (Banagher).	Sacred Heart,	134	101	98
,,	,,	823	Killina,	Presentation,	112	69	65
,,	,,	2080	Tullamore,	Sisters of Mercy,	599	410	402
,,	,,	15556	Portarlington,	Presentation,	330	224	216
,,	,,	13118	Clara,	Sisters of Mercy,	286	178	170
,,	,,	1562	Edenderry,	St. John of God,	279	205	204
Co. LONGFORD,	15	12942	St. Joseph's,	Sisters of Mercy,	449	304	287
,,	,,	13846	Granard,	do.,	201	127	123
,,	,,	3865	Ballymahon,	do.,	162	117	110
,,	,,	15633	St. Elizabeth,	do.,	178	120	118
Co. LOUTH,	9	851	Drogheda,	Presentation,	573	442	428
,,	,,	5387	Dundalk (2),	Sisters of Mercy,	712	580	551
,,	,,	8445	Ardee (2),	do.,	177	115	111
,,	,,	10475	St. Vincent's, junr. boys',	Sisters of Charity,	284	229	226
,,	,,	14651	Castletown Road,	Sisters of Mercy,	309	215	212
,,	,,	8052	St. Mary's,	do.,	297	197	193
Co. MEATH,	9	883	Navan (1),	Loreto,	272	166	163
,,	,,	7472	Do. (2),	Sisters of Mercy,	583	411	397
,,	11	10913	Trim,	do.,	270	172	168
,,	9	12068	Kells,	do.,	504	390	359
QUEEN'S CO.,	16	1556	Ballyroan,	Brigidine,	90	61	57
,,	,,	7183	Mountmellick,	Presentation,	261	193	188
,,	18	7442	Borris-in-Ossory,	Sisters of Mercy,	140	113	102
,,	16	13343	Coote-street,	Brigidine,	161	121	112
,,	,,	13386	Maryborough,	Presentation,	476	342	322
,,	,,	13613	Abbeyleix,	Brigidine,	248	176	168
,,	,,	13937	Stradbally,	Presentation,	217	167	157
,,	,,	1157	Rathdowney,	St. John of God,	230	166	155
Co. WESTMEATH,	11	934	Mullingar,	Presentation,	431	288	276
,,	16	15512	Moate,	Sisters of Mercy,	244	160	149
,,	,,	14603	Rochford Bridge,	do.,	115	76	71
,,	15	7722	St. Peter's,	do.,	401	302	280
,,	,,	13417	St. Mary's,	Sacred Heart,	215	152	148
,,	16	14491	Kilbeggan,	Sisters of Mercy,	236	172	166
Co. WEXFORD,	19	967	New Ross (1),	Carmelite,	356	239	235
,,	,,	8670	Duncannon,	St. Louis,	65	56	53
,,	,,	10622	Ramsgrange,	do.,	57	40	38
,,	,,	14644	St. Joseph's,	Sisters of Mercy,	306	224	221

(*a.*)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily Attendance for year ended 31st Dec., 1906.	
						All Pupils.	3-15.
LEINSTER—*con.*							
Co. WEXFORD—*con.*	19	14755	Ballyhack,	St. Louis,	94	85	81
,,	12	969	Wexford,	Presentation,	749	522	504
,,	,,	3531	Newtownbarry,	Faithful Companions of Jesus.	116	81	78
,,	,,	3824	Gorey,	Loreto,	226	161	156
,,	,,	6058	Presentation Convent, Enniscorthy,	Presentation,	453	267	256
,,	,,	6624	Kilturk,	St. John of God,	79	55	52
,,	,,	8221	Templeshannon,	Sisters of Mercy,	308	207	197
,,	,,	11361	Faythe,	St. John of God,	396	320	311
,,	,,	11986	Summerhill,	Sisters of Mercy,	128	100	92
,,	,,	12966	St. Mary's, George's-st.,	do.	459	369	348
,,	19	9184	Shielbaggan,	St. Louis,	57	39	39
Co. WICKLOW,	12	7246	Ravenswell,	Sisters of Charity,	332	248	240
,,	,,	10162	St. Michael's,	Sisters of Mercy,	98	78	76
,,	,,	10418	Wicklow,	Dominican,	329	235	230
,,	,,	13932	Arklow,	Sisters of Mercy,	397	275	266
,,	,,	14994	St. Patrick's (Bray),	Loreto,	298	190	187
,,	16	14653	Baltinglass,	Presentation,	203	147	141
CONNAUGHT.							
Co. GALWAY,	14	12234	Tuam (1),	Presentation,	282	196	168
,,	,,	12250	Do. (2),	Sisters of Mercy,	383	247	222
,,	,,	1013	Rahoon,	Presentation,	445	351	331
,,	,,	4515	Newtownsmith,	Sisters of Mercy,	602	396	383
,,	,,	12243	Carna,	do.,	62	35	35
,,	,,	13190	Clifden,	do.,	169	114	110
,,	,,	13439	Oughterard,	do.,	275	174	167
,,	,,	12181	Clarenbridge,	Sisters of Charity,	111	72	70
,,	,,	13365	Oranmore,	Presentation,	134	71	70
,,	,,	1518	Woodford,	Sisters of Mercy,	152	101	97
,,	,,	6632	St. Vincent's,	do.,	324	210	201
,,	15	6839	Ballinasloe,	do.,	404	301	285
,,	16	12731	Eyrecourt,	do.,	121	80	74
,,	,,	14159	St. Joseph's,	do.,	191	142	136
,,	14	15523	Kinvara,	do.,	125	74	69
,,	,,	13208	Gort,	do.,	254	182	165
,,	,,	14048	Headford,	Presentation,	68	48	47
Co. LEITRIM,	10	13770	Mohill,	Sisters of Mercy,	245	159	144
,,	,,	2821	Ballinamore, Inft.	do.,	94	60	59
,,	,,	12940	Car.-on-Shannon,	Marist,	232	183	169
,,	,,	13614	Ballinamore,	Sisters of Mercy	93	55	51
Co. MAYO,	13	14176	St. John's (Foxford),	Sisters of Charity,	70	43	40
,,	,,	14345	Do., Inft.	do.,	115	77	77
,,	,,	7713	Swineford,	Sisters of Mercy,	254	143	132
,,	,,	15028	St. Aiden's (Kiltimagh), Inft.	St. Louis,	142	101	101
,,	,,	15764	Do. (Do.)	do.,	105	77	65
,,	,,	12255	St. Patrick's,	Sisters of Mercy,	484	357	337
,,	,,	13517	St. Joseph's,	do.,	162	111	107
,,	,,	14410	St. Angela's,	do.,	408	258	245

(*a.*)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily Attendance for year ended 31st Dec., 1906.	
						All Pupils.	8–15.
CONNAUGHT—*con.*							
Co. MAYO—*con.*	13	12239	Mt. St. Michael's,	Sisters of Mercy,	332	215	197
,,	,,	13502	Ballinrobe,	do.,	376	248	232
,,	,,	15375	St. Joseph's,	do.,	328	223	210
,,	,,	14863	Achill Sound,	do.,	133	86	83
Co. ROSCOMMON,	15	13302	St. Francis Xavier's,	Sisters of Charity,	278	190	177
,,	10	15043	Abbeytown,	Sisters of Mercy,	289	181	167
,,	15	6908	Strokestown,	do.,	194	142	124
,,	,,	15083	St. Mary's,	do.,	337	267	245
,,	,,	15139	Abbeycartron,	do.,	208	170	150
,,	,,	13198	St. Anne's,	do.,	275	206	186
,,	,,	12754	St. Joseph's, Summerhill,	do.,	142	109	88
Co. SLIGO,	10	13240	St. Patrick's,	Sisters of Mercy,	517	399	361
,,	,,	14346	Do., B. Inft.	do.,	168	138	138
,,	,,	15374	St. Vincent's,	Ursuline,	207	140	138
,,	,,	11887	Banada,	Sisters of Charity,	134	96	95
,,	,,	2996	Tubbercurry,	Marist,	108	74	66
,,		11460	Do., Inft.	do.,	140	106	106
			Total Convent Schools paid by Capitation, 302.	Total,	96,106	69,239	66,274

(*b.*)—THIRTY CONVENT NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &C.

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily Attendance for year ended 31st Dec., 1906.	
						All Pupils.	8–15.
ULSTER.							
Co. ARMAGH,	6	15310	Portadown,	Presentation,	229	157	155
,,	–	11752	Middletown (2),	St. Louis,	60	35	32
,,	–	15372	Do., Inft.	do.,	71	48	48
Co. DONEGAL,	1	14531	Bundoran,	St. Louis,	156	100	99
Co. FERMANAGH,	5	13401	Enniskillen,	Sisters of Mercy,	345	209	195
Co. MONAGHAN,	6	359	Monaghan,	St. Louis,	136	95	80
,,	–	15402	Do., Inft.	do.,	208	145	145
,,	–	15041	Clones,	do.,	94	64	59
,,	–	15491	Do., Inft.	do.,	149	101	100
,,	9	15329	Carrickmacross,	do.,	305	235	217

(*b.*)—THIRTY CONVENT NATIONAL SCHOOLS PAID BY PERSONA SALARIES, &c.—*continued.*

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance or year ended 31st Dec., 1906.	
						All Pupils.	3–15.
MUNSTER.							
Co. CORK, .	22	13762	Castletown, . . .	Sisters of Mercy, . .	170	125	111
,, .	–	13910	Crosshaven, . . .	Presentation, . .	257	197	171
Co. KERRY, .	20	538	Dingle, ...	Presentation, . .	405	300	280
,, .	–	545	Tralee, ...	do., . .	615	398	368
,, .	–	15332	St. Joseph's Presentation . . Inft..	do., . .	85	66	65
,, .	–	13742	Rathmore, . . .	do., . .	206	135	124
,, .	–	13051	Killarney, . . .	do., . .	194	140	115
,, .	–	13381	Do. (2), . .	Sisters of Mercy, .	149	106	90
,, .	–	13542	Caherciveen, . . .	Presentation, . .	297	230	207
,, .	–	15387	Killarney, . Inft.	do., . .	161	115	113
,, .	–	15473	Do. (2), . Inft.	Sisters of Mercy, .	218	149	149
,, .	–	8320	Kenmare, . . .	Poor Clares, . .	282	202	188
Co. WATERFORD,	21	1289	Tallow, . . .	Carmelite, . . .	139	99	95
,, .	19	11461	Dungarvan, . . .	Sisters of Mercy, .	179	142	126
,, .	–	13473	Do., . . Inft.	do., . . .	151	118	117
LEINSTER.							
Co. KILDARE, .	16	11336	Rathangan, . . .	Sisters of Mercy, . .	175	131	128
Co. LONGFORD, .	15	8546	Newtownforbes, . .	Sisters of Mercy, . .	90	67	60
CONNAUGHT.							
Co. MAYO, .	13	5215	Ballina, . . .	Sisters of Mercy, . .	179	103	94
,, .	–	12961	Do., . . Inft.	do., . . .	315	156	156
Co. SLIGO, .	10	12325	Ballymote, . . Inft.	Sisters of Mercy, .	106	81	81
			Total of Convent Schools paid by personal Salaries, &c. 30	Gross Total, . . .	6,126	4,249	3,968

(*c.*)—TWO MONASTERY NATIONAL SCHOOLS PAID BY CAPITATION.

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance for year ended 31st Dec., 1906.	
						All Pupils.	3–15.
MUNSTER.							
Co. CORK, .	22	5669	Gt. George's-street, .	Presentation, .	449	301	299
,, .	–	5999	Douglas-street, .	Do., .	609	411	408
				Total, .	1,058	712	707

(*d.*)—FIFTY MONASTERY NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &c.

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily Attendance for year ended 31st Dec., 1906	
						All Pupils.	3–15.
ULSTER.							
Co. ANTRIM, .	7	15242	St. Gall's Monastery (1), .	Brothers of the Christian Schools, . . .	302	250	250
,, .	–	15492	Do. (2), . . .	do., . . .	76	64	64
,, .	–	15659	St. Finian's, . . .	do., . . .	130	58	58
Co. ARMAGH, .	6	7181	Crossmore Keady, .	Brothers of the Christian Schools, . . .	123	97	96
Co. DONEGAL, .	1	14628	Letterkenny, . .	Presentation, . .	169	126	120
Co. DOWN, .	8	9428	John-street, . . .	Brothers of the Christian Schools, . . .	162	128	126
Co. FERMANAGH,	5	12420	St. Michael's, . .	Presentation, . .	178	116	115
Co. MONAGHAN,	9	366	Carrickmacross, . .	Patrician, . . .	149	102	99
Co. TYRONE, .	4	13232	Anne-street, . . .	Presentation, . .	225	167	162
MUNSTER.							
Co. CORK, .	21	15718	St. Joseph's, Cove (1), .	Presentation, . .	269	208	203
,, .	–	15773	Do. (2), . .	do., . . .	217	171	171
,, .	–	12519	Mallow, . . .	Patrician, . . .	354	250	248
,, .	22	14784	St. Patrick's (Dunmanway). .	Brothers of the Christian Schools, . . .	141	98	89
,, .	–	12473	Greenmount, . .	Presentation, . .	381	279	275
,, .	–	14403	St. John's, Kinsale, .	do., . . .	293	220	205
Co. KERRY, .	20	1793	Killarney, . . .	Presentation, . .	363	239	215
,, .	–	3655	Milltown, . . .	do. . .	133	92	83
Co. LIMERICK, .	18	6543	Hospital, . . .	Brothers of the Christian Schools, . . .	182	147	136
Co. TIPPERARY,	18	13014	Fethard, . . .	Patrician, . . .	173	118	110
Co. WATERFORD,	19	15046	St. Stephen's, . .	Brothers of the Christian Schools, . . .	598	455	442
LEINSTER.							
Co. CARLOW, .	19	681	Tullow, . . .	Patrician, . . .	115	90	89
,, .	–	13105	St. Bridget's, . .	Brothers of the Christian Schools, . . .	195	144	137
Co KILDARE, .	16	12747	Kildare, . . .	Brothers of the Christian Schools, . . .	173	122	116

(*d.*)—FIFTY MONASTERY NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &c.—*continued.*

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily Attendance for year ended 31st Dec., 1906.	
						All Pupils.	3–15.
LEINSTER—*con.*							
Co. KILKENNY,	19	13265	St. Patrick's,	Brothers of the Christian Schools,	160	114	109
KING'S CO.,	16	12370	St. Brendan's,	Presentation,	276	205	201
Co. LOUTH,	9	2094	Ardee,	Brothers of the Christian Schools,	144	102	102
,,	–	14641	Castletown Road,	do.,	295	197	194
QUEEN'S CO.,	16	918	Castletown,	Brothers of the Christian Schools,	70	39	39
,,	–	7636	Coote-street,	Patrician,	136	100	98
Co. WESTMEATH,	15	12904	St. Mary's,	Marist,	126	106	102
,,	–	13756	Do., prep.	do.,	136	103	103
Co. WEXFORD,	19	15360	St. Aloysius,	Brothers of the Christian Schools,	81	51	48
CONNAUGHT.							
Co. GALWAY,	14	12423	Kilkerrin,	Franciscan,	104	57	56
,,	–	12528	Curry,	do.,	103	53	53
,,	–	1016	Galway,	Patrician,	324	232	229
,,	–	15316	Nun's Island,	do.,	140	114	111
,,	–	12765	Carrabeg,	Franciscan,	126	69	69
,,	–	12502	Roundstone,	do.,	68	49	49
Co. LEITRIM,	10	14770	St. Mary's (Carrick-on-Shannon),	Presentation,	165	116	99
Co. MAYO,	13	12621	Treenlaur,	Franciscan,	55	32	30
,,	–	12727	Errew,	do.,	73	41	40
,,	–	13130	Bunnacurry,	do.,	56	37	37
,,	–	13347	St. Patrick's,	Brothers of the Christian Schools,	258	191	182
Co. ROSCOMMON,	10	15628	St. Joseph's (Boyle),	Presentation,	215	153	43
,,	15	12594	Highlake,	Franciscan,	122	62	62
,,	–	12357	Granlahan,	do.,	150	78	78
,,	–	13709	St. John's (Ballaghaderreen).	Brothers of the Christian Schools,	151	106	99
,,	–	1086	Castlerea,	Marist,	148	95	91
Co. SLIGO,	10	14533	Quay-street junior	Marist,	195	140	140
,,	–	15051	Do., senior	do.,	183	129	123
			Total of Monastery Schools paid by Personal Salaries, &c. 50	Total,	9,161	5,512	6,296

(*e*).—Summary according to Religious Orders—Convent National Schools.

Religious Order.	Schools paid by Capitation.	Schools paid by Personal Salaries, &c.	Total.
Sisters of Mercy,	157	11	168
Presentation,	57	9	66
Sisters of Charity,	26	–	26
St. Louis,	6	8	14
Loreto,	9	–	9
Sacred Heart,	7	–	7
Poor Clares,	4	1	5
Brigidine,	5	–	5
Dominican,	4	–	4
Immaculate Conception,	4	–	4
St. John of God,	6	–	6
Ursuline,	3	–	3
Carmelite,	1	1	2
Faithful Companions of Jesus,	2	–	2
Cross and Passion,	3	–	3
St. Joseph,	1	–	1
Marist,	3	–	3
Poor Servants of the Mother of God and the Poor,	1	–	1
Sisters of Nazareth,	3	–	3
Total Convent National Schools,	302	30	332

Monastery National Schools.

Brothers of the Christian Schools,	–	17	17
Presentation,	2	12	14
Franciscan,	–	9	9
Patrician,	–	7	7
Marist,	–	5	5
Total Monastery National Schools,	2	50	52

(*f*).—General Summary—Schools and Attendance.

—	Paid by Capitation.				Paid by Personal Salaries, &c.				Total.			
	No. of Schools.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance for year ended 31st Dec., 1906.		No. of Schools.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance for year ended 31st Dec., 1906.		No. of Schools.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance for year ended 31st Dec., 1906.	
			All Pupils.	3–15.			All Pupils.	3–15.			All Pupils.	3–15.
Convents,	302	96,106	69,239	66,274	30	6,126	4,249	3,968	332	102,232	73,488	70,242
Monasteries,	2	1,058	712	707	50	9,161	6,512	6,296	52	10,219	7,224	7,003
Total,	304	97,164	69,951	66,981	80	15,287	10,761	10,264	384	112,451	80,712	77,245

ONE HUNDRED and THIRTY-FIVE WORKHOUSE SCHOOLS with the Average Number of Pupils on the Rolls, and the Average Daily Attendance of Pupils for the year ended 31st December, 1906.

County.	Roll No.	School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance.	
				All Pupils.	3–15.
ANTRIM,	3680	Ballymoney,	3	3	3
,,	3843	Ballymena,	31	30	30
,,	8781	Lisburn,	26	18	18
,,	3653	Larne,	7	7	7
,,	6314	Antrim,	29	26	26
,,	3048	Belfast,	302	183	183
ARMAGH,	11300	Lurgan,	13	8	8
,,	10280	Newry,	12	9	9
CAVAN,	3420	Cavan,	28	25	25
,,	3447	Bailieborough,	15	14	14
,,	3644	Cootehill,	In operative		
,,	6910	Bawnboy,	7	7	7
DONEGAL,	4932	Milford,	15	11	11
,,	4975	Letterkenny,	13	11	11
,,	7714	Glenties,	10	5	5
,,	3863	Inishowen,	13	10	10
,,	4313	Donegal,	4	1	1
,,	4339	Ballyshannon,	15	13	13
,,	13754	Stranorlar,	8	7	7
DOWN,	3350	Newtownards,	18	17	17
,,	3068	Banbridge,	19	15	15
,,	11820	Kilkeel,	9	8	8
FERMANAGH	10795	Enniskillen,	24	21	21
,,	11366	Lisnaskea,	7	6	6
L'DERRY,	3331	Londonderry,	23	16	16
,,	9587	Limavady,	12	8	8
,,	3381	Coleraine,	15	11	11
,,	10525	Magherafelt,	36	33	33
MONAGHAN,	3388	Monaghan,	10	8	8
,,	7812	Clones,	11	9	9
,,	7884	Castleblayney,	15	10	10
,,	3668	Carrickmacross,	13	12	12
TYRONE,	3039	Castlederg,	14	13	13
CLARE,	3408	Scariff,	8	7	7
,,	3534	Ennistymon,	23	13	13
,,	6130	Tulla,	11	9	9
,,	6359	Ballyvaughan,	18	16	16
,,	6595	Corofin,	15	13	13
,,	3288	Ennis,	64	52	52
,,	3489	Kilrush,	40	35	35
,,	6224	Killadysert,	14	13	13
CORK,	3167	Midleton,	34	29	29
,,	6121	Youghal,	20	15	15
,,	3923	Kanturk,	19	17	17
,,	4896	Macroom,	15	12	12
,,	6012	Millstreet,	14	13	13
,,	3242	Fermoy,	25	24	24
,,	3651	Mallow,	20	18	18
,,	6216	Mitchelstown,	30	26	26
,,	4411	Bantry,	13	12	12
,,	5993	Castletown,	5	5	3
,,	6140	Schull,	10	10	10
,,	3417	Skibbereen,	26	24	24
,,	3565	Dunmanway,	9	8	8
,,	6949	Clonakilty,	30	26	26
,,	3545	Cork,	265	171	171
,,	4925	Kinsale,	9	6	6
,,	6123	Bandon,	22	19	19
KERRY,	4314	Listowel,	24	21	21
,,	3860	Tralee,	41	27	27
,,	5324	Dingle,	18	15	15
,,	4340	Killarney,	39	34	34
,,	4996	Caherciveen,	15	13	13
,,	4670	Kenmare,	6	4	4
LIMERICK,	3066	Kilmallock,	37	27	27
,,	5058	Limerick,	67	46	45
TIPPERARY,	3414	Roscrea,	28	22	22
,,	3519	Nenagh,	24	22	21
,,	3647	Thurles,	26	24	24
,,	3142	Tipperary,	49	43	43
,,	3363	Cashel,	37	28	28
,,	3445	Clogheen,	41	40	40
,,	3546	Car-on-Suir,	15	13	13
,,	12363	Clonmel,	36	31	31
WATERFORD.	3418	Lismore,	15	15	14
,,	12220	Dungarvan,	17	15	15
,,	3826	Waterford,	151	115	114
,,	6745	Kilmacthomas,	31	30	30

WORKHOUSE SCHOOLS—*continued.*

County.	Roll No.	School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance.	
				All Pupils.	3–15.
CARLOW,	11154	Carlow,	39	33	33
DUBLIN,	3144	Balrothery,	24	15	15
,,	7187	Dublin, North,	471	435	432
,,	3265	Rathdown,	21	15	15
KILDARE,	3155	Naas,	31	26	26
,,	8534	Celbridge,	11	10	10
,,	3362	Athy,	40	31	31
KILKENNY,	6625	Urlingford	10	9	9
,,	6947	Castlecomer,	17	16	16
,,	3378	Callan,	18	16	16
,,	3507	Kilkenny,	59	45	45
,,	6278	Thomastown,	24	21	21
KING'S,	7989	Parsonstown,	26	24	24
,,	3364	Edenderry,	25	22	22
,,	3446	Tullamore,	58	53	53
LONGFORD,	3368	Longford,	11	9	9
,,	3566	Granard,	21	18	18
,,	6811	Ballymahon,	33	31	31
LOUTH,	3377	Dundalk,	28	26	26
,,	3382	Ardee,	30	26	26
MEATH,	3410	Kells,	5	4	4
,,	14036	Trim Dist., B.	63	42	41
,,	14106	Do., G.	79	64	60
QUEEN'S,	4315	Mountmellick,	20	18	18
,,	10810	Abbeyleix,	25	20	20
WESTMEATH	6866	Delvin,	17	15	15
,,	3274	Athlone,	32	22	22
WEXFORD,	3520	New Ross,	58	52	52
,,	3508	Wexford,	25	19	19
,,	5674	Enniscorthy,	55	52	52
,,	10954	Gorey,	29	25	25
WICKLOW,	3383	Rathdrum,	15	11	11
,,	3879	Shillelagh,	13	12	12
,,	11180	Baltinglass,	13	12	12
GALWAY,	3365	Galway,	38	35	35
,,	6568	Mountbellew,	2	2	2
,,	6734	Portumna,	10	9	9
,,	7019	Ballinasloe	42	35	35
,,	3379	Gort,	33	29	29
LEITRIM,	3669	Manorhamilton,	9	9	9
,,	3419	Mohill,	20	20	20
,,	3533	Car.-on-Shannon.	20	18	18
MAYO,	3359	Ballina,	19	13	13
,,	8474	Belmullet,	15	13	13
,,	9221	Killala,	4	4	4
,,	4895	Swineford,	15	14	13
,,	4253	Castlebar,	15	12	12
,,	4727	Westport,	14	12	12
,,	5117	Ballinrobe,	13	12	12
,,	6143	Claremorris,	18	16	16
ROSCOMMON	3289	Boyle,	24	23	23
,,	3878	Roscommon,	10	6	6
,,	4933	Castlerea,	20	18	18
,,	6122	Strokestown,	10	10	10
SLIGO,	3339	Sligo,	60	56	56
,,	6500	Dromore West,	6	6	6
,,	8219	Tobercurry,	11	10	10
Gross Total, 135 Schools,			4,127	3,384	3,369

LIST of TWENTY-EIGHT NATIONAL SCHOOLS attended by Pupils of INDUSTRIAL SCHOOLS, certified under the Act.

Roll No.	Circuit.	County.	School.	Religious Order of Conductors.	Number of Industrial Pupils on Roll on 31st Dec., 1906.	Average daily Attendance of Industrial Pupils for the year 1906.	
						All Pupils.	3–15.
11752	6	Armagh,	Middletown,	Sisters of St. Louis,	49	44	37
359	6	Monaghan,	St. Martha's, Monaghan,	Do.,	70	62	62
10110	1	Tyrone,	St. Catherine's, Strabane,	Sisters of Mercy,	65	60	60
7315	17	Clare,	Ennis,	Do.,	57	55	55
6376	21	Cork,	St. Coleman's, Queenstown,	Do.,	40	39	36
15059	,,	,,	Baltimore Fishery,	Lay Teachers,	118	118	111
14299	,,	,,	Passage West, Cork,	Sisters of Mercy,	59	55	55
13615	20	Kerry,	Pembroke Alms, Tralee,	Do.,	70	62	58
13381	,,	,,	St. Joseph's Home, Killarney,	Do.,	110	87	85
10684	17	Limerick,	St. Vincent's, Limerick,	Do.,	130	125	114
9407	18	Tipperary,	St. Augustine's, Templemore,	Do.,	60	56	56
4068	,,	,,	St. Louis', Thurles,	Presentation Sisters,	38	23	23
581	,,	,,	St. Francis', Cashel,	Do.,	69	72	72
8546	15	Longford,	Our Lady of Succour, Newtownforbes.	Sisters of Mercy,	75	75	75
15512	16	Westmeath,	Mount Carmel, Moate,	Do.,	38	37	37
11986	12	Wexford,	St. Michael's, Wexford,	Do.,	74	71	70
10162	12	Wicklow,	St. Michael's, Inft.	Do.,	37	33	33
13439	14	Galway,	Oughterard,	Do.,	27	22	22
4515	,,	,,	St. Anne's, Galway,	Do.,	53	55	55
13190	,,	,,	Clifden,	Do.	37	38	38
6632	,,	,,	St. Bridget's, Loughrea,	Do.	48	46	46
6839	15	,,	Ballinasloe,	Do.,	23	24	24
12255	13	Mayo,	St. Columba's, Westport,	Do.	69	68	68
13302	15	Roscommon,	St. Francis Xavier's,	Sisters of Charity,	44	47	47
15083	,,	,,	St. Monica's, Roscommon,	Sisters of Mercy,	36	32	32
12754	,,	,,	St. Joseph's, Athlone,	Do.,	108	107	98
13240	10	Sligo,	St. Laurence's, Sligo,	Do.,	111	108	101
11887	,,	,,	Banada,	Sisters of Charity,	45	37	37
				Total,	1,760	1,658	1,607

LIST of FIFTY-FIVE SCHOOLS in which SPECIAL GRANTS of SALARY in aid of INDUSTRIAL INSTRUCTION were available.

County.	Circuit.	Roll No.	School.
Antrim, .	7	7059	Crumlin-road, Convt.
Armagh, .	9	4415	Crossmaglen, G.
Cavan, . .	5	11789	Belturbet, Convent.
Down, . .	9	9725	Rostrevor, ,,
,, . .	,,	7508	Canal-street, ,,
Monaghan, .	6	359	Monaghan, ,,
,, . .	9	15329	Carrickmacross, Convent.
Clare, . .	17	11800	Kilkee, Convent.
,, . .	,,	13374	Kilrush, ,,
Cork, . .	21	6376	Queenstown, ,,
,, . .	,,	10232	Kanturk, ,,
,, . .	22	10047	Macroom, ,,
,, . .	21	4268	Doneraile, ,,
,, .	22	8430	Skibbereen, ,,
,, . .	,,	7651	Clonakilty, ,, (2).
,, . .	,,	14813	Rosscarbery, ,,
,, . .	,,	4572	Kinsale, ,,
,, . .	,,	5257	Bandon, ,,
Kerry, . .	20	545	Tralee, Convent (1).
,, . .	,,	13530	Moyderwell ,,
,, . .	,,	14952	Castleisland ,,
,, . .	,,	13381	Killarney (Mercy), Convent.
. .	,,	13051	Killarney (Pres.), Convent.
,, . .	,,	8320	Kenmare, Convent,
Limerick, .	20	7439	Abbeyfeale Convent.
,, . .	18	14625	Doon, ,,
,, . .	17	9296	Adare, ,,
,, . .	,,	6032	St. Catherine's, Convent.
,, .	,,	6569	St. Anne's, Convent.
Tipperary, .	18	8903	Fethard, Convent.
,, . .	,,	11872	Carrick-on-Suir, ,,
,, . .	,,	13107	St. Joseph's, ,,
,, . .	,,	4068	Thurles, ,,
Waterford, .	19	11461	Dungarvan, Convt. (1)
,, . .	,,	13020	Stradbally, ,,
Dublin, . .	11	1149	King's Inns-street, Convent.
,, . .	12	2018	Baggot-st., Convent.
,, . .	11	753	Central Model, G.
Kildare, .	16	13373	St. Michael's, Convent.
Kilkenny, .	19	13885	Kilkenny, Convent.
,, . .	,,	10478	St. Patrick's, ,,
,, .	,,	10835	Castlecomer, ,,
Longford, .	15	12942	St. Joseph's, ,,
,, . .	,,	13846	Granard, ,,
Louth, . .	9	8445	Ardee, ,, (2).
Meath, . .	11	12489	Oldcastle, G.
Queen's, .	16	13937	Stradbally, Convent.
Wexford, .	19	967	New Ross ,, (1)
,, . .	12	12966	St. Mary's, George's-street, Convent.
,, . .	,,	8221	Templeshannon ,,
,, . .	19	14644	St. Joseph's, ,,
Galway, .	14	4515	N.T. Smith, Convent.
,, . .	,,	13439	Oughterard, ,,
,, .	,,	13208	Gort, ,,
Mayo, . .	13	14176	St. John's, ,,

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906–7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School.

NOTE.—In addition to the 417 Evening schools on this list, 47 schools were in operation during only portion of the session. In 8 other cases grants were disallowed owing to irregularities in accounts, or other causes. Total, 472.

County.	Reg. No.	Name of School.		Average Attendance.	Amount Paid.		
					£	*s.*	*d.*
ANTRIM, ..	1	Belfast Model, ..	B.	22	19	5	0
	99	St. Vincent's Convent, ..		102	89	5	0
	129	Magheraberry, ..	B.	23	20	2	6
	164	Duncairn, ...	..	10	4	16	5
	178	St. Congall's, ..	B.	10	3	8	7
	197	Workingmen's Club, ..		25	11	15	9
	402	St. Malachy's, ..	B.	26	19	10	0
	525	Harryville, ..	B.	20	17	10	0
	528	St. Saviour's, ..	..	60	52	10	0
	652	Cushendall, ..	..	24	21	0	0
	658	Glenane, ...	..	18	15	15	0
	706	Wellington, ..	..	297	259	17	6
	715	St. Malachy's (Belfast),	G.	56	28	0	0
	1827	Donegall Road, ..	..	49	42	17	6
	1904	Tannaghmore, ..	B.	18	15	15	0
	1917	Aghagallon Victoria,	B.	15	6	0	0
	1918	Sandy Row, ..	..	35	30	12	6
	2014	Cripples' Institute, ..	..	13	6	10	0
	2024	Agnes-street, ..	..	21	12	12	0
	2025	Belfast Mercantile College,	..	139	121	12	6
	2067	Rathmore, ...	B.	12	9	0	0
ARMAGH, ..	2	Edward-street Convent,	..	71	35	10	0
	54	Portadown Convent,	..	31	27	2	6
	290	Maghernahely Convent,	..	60	52	10	0
	361	Allen's Hill, ..	..	18	7	19	5
	2073	Bessbrook, ...	B.	32	15	8	7
CAVAN, ..	8	St. Joseph's, ..	B.	13	9	15	0
	9	St. Mary's, ..	B	26	13	0	0
	37	Curratawy, ..	..	20	15	0	0
	155	Ballyjamesduff, ..	B	14	10	10	0
	221	Barran, ...	..	23	20	2	6
	227	Cornakill, ...	..	26	13	0	0
	268	Moneygashel, ..	..	16	14	0	0
	331	Carrigans, ...	..	15	13	2	6
	349	Derrynananta, ..	..	19	14	5	0
	483	Dernakesh, ..	..	23	11	10	0
	641	Altachullin, ..	..	14	10	10	0
	671	Knocktemple, ..	..	23	20	2	6
	713	St. Anne's, ..	..	19	16	12	6
	900	Kill, ...	..	18	13	10	0
	923	Virginia, ...	..	23	20	2	6
	1050	Tullycasson, ..	..	18	11	5	0
	1200	Denn, ...	..	20	15	0	0
	1234	Wateraghy, ..	..	16	8	0	0
	1235	Golagh, ...	..	25	18	15	0

List of Evening Schools to which capitation grants were paid at the end of the session 1906–7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued.*

County.	Reg. No.	Name of School.		Average Attendance.	Amount Paid. £	s.	d.
Donegal, ..	291	Malin Head, ..	B	68	51	0	0
	301	Terriroane, ..	B	19	9	10	0
	662	Gaddyduff, ..	B	43	21	10	0
	989	Urblereagh, ..	B	60	45	0	0
	1016	Aughaclay, ..	..	53	46	7	6
	1026	Coolkenny, ..	B	99	74	5	0
	1087	Stranorlar, ..	B.	12	6	0	0
	1096	Carrowmore (Mixed),	..	24	18	0	0
	1098	Dristeran, ..	B.	20	10	0	0
	1337	Milford, ...	B.	15	10	15	4
	1433	St. Johnston (2), ..	B.	14	10	10	0
	1436	Rathmullen, ..	B.	22	16	10	0
	1451	Letterbrick, ..	..	18	11	5	0
	1455	Glen, ...	B.	16	6	17	2
	1456	Mulroy	B.	25	18	15	0
	1547	Termon, ...	B.	28	17	2	0
	1548	Mevagh, ...	B.	11	5	10	0
	1552	Laghey Bar, ..	B.	25	12	10	0
	1662	Innisfree (Mixed), ..	..	21	15	15	0
	1665	Ballinamore ..	B.	19	14	5	0
	1666	Roshine (Mixed), ..	..	27	17	4	3
	1668	Glenvar, ...	B.	28	21	0	0
	1669	Lurganboyce, ..	B.	11	7	1	5
	1687	Glenagiveny (Mixed),	..	31	15	10	0
	1688	Shrove, ...	B.	25	13	13	3
	1765	Cineil Conail, ..	..	44	38	10	0
	1877	Cashel (2) (Mixed), ..	..	27	20	5	0
	1878	Cranford (Mixed), ..	..	21	13	10	0
	1885	Doaghbeg (Mixed), ..	..	19	14	5	0
	1940	Barnesmore, ..	B.	19	9	10	0
	1941	Leatbeg (Mixed), ..	..	22	16	10	0
	1942	Knock, ...	B.	19	16	12	6
	1951	Ballintra, ...	B.	15	11	5	0
	1976	Croaghross, ..	..	21	10	10	0
	1977	Trentagh, ...	..	24	18	0	0
	2019	Ballyhuirke, ..	..	32	24	0	0
	2035	Carrickmaquigley, ..	..	23	17	5	0
	2055	Gortnabrade, ..		17	5	16	7
Down, ..	29	St. Matthew's Convent, ..		35	30	12	6
	365	Albertbridge, ..	..	47	41	2	6
	707	Edenderry, ..	..	21	14	3	6
	881	Drumaness Mills, ..	..	20	17	10	0
	911	Canal-street Convent,	..	53	26	10	0
	1017	Ballymoney, ..	B.	10	7	10	0
	1324	Shanrod, ...	B.	23	11	1	9
	1446	Fortescue, ...	..	32	28	0	0
	1801	St. Colman's, ..	B.	28	21	0	0
	1825	St. Joseph's (Tullaree),	B.	21	15	15	0
	2031	Atticall, ...	B.	35	17	10	0
	2032	Sydenham, ...		33	28	17	6
	2052	Drumhirk, ...	..	15	13	2	6
	2053	Gilford Mill, ..	G.	10	3	15	9

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906–7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued.*

County.	Reg. No.	Name of School.		Average Attendance.	Amount Paid.		
					£	s.	d.
FERMANAGH,..	306	Rosdoney, ...	B.	13	9	15	0
	1228	Glen, ...	B.	18	15	15	0
	1245	Crieve, ...	B.	17	14	17	6
	1601	Coa, ...	B.	12	10	10	0
	1719	Clabby, ...	B.	11	5	8	5
	1968	Cav..naleck, ..	B.	16	14	0	0
	2037	Monea, ...	B.	15	11	5	0
	2065	Tempo (2), ..	B.	17	14	17	6
LONDONDERRY,	57	Cumber Claudy (Mixed), ..		15	11	5	0
	71	Kilgort, ...	B.	24	21	0	0
	771	Dungiven (2), ..	B.	14	10	10	0
	882	Glendermott, ..	B.	13	9	15	0
	1296	Tirkane, ...	B.	18	15	15	0
	1325	St. Columb's Hall, ..	B.	113	98	17	6
	1521	Tamlaght (Mixed), ...		11	5	17	10
	1682	Artillery-street Convent, ..		136	119	0	0
	1694	St. Eugene's Cathedral	B.	88	77	0	0
	1751	Lisnamuck, ..	B.	32	24	0	0
	2058	Ballylifford, ..	B.	20	17	10	0
MONAGHAN, ..	827	Annyalla, ...	B.	17	7	3	3
	668	Billeady, ...	B.	27	11	7	7
	837	Corcaghan, ..	B.	29	21	15	0
	305	Dawson, ...	B.	30	22	10	0
	1541	Deravoy, ...	B.	27	23	12	6
	2089	Lisnagrieve, ..	B.	36	27	0	0
	195	Urcher, ...	B.	13	6	10	0
TYRONE, ..	6	King's Island, ..	B.	42	31	10	0
	109	Loy, ...	B.	23	20	2	6
	764	Crock, ...	B.	21	10	11	6
	903	Leggatraght, ..	B.	17	10	12	6
	918	St. Patrick's, ..	B.	17	12	15	0
	983	Pomeroy, ...	..	49	32	9	3
	985	Slatequarry, ..	..	18	15	15	0
	1037	Leckin, ...	B.	14	10	10	0
	1358	Tullyrush, ..	B.	17	14	17	6
	1534	Ballinagurragh, ..	..	63	55	2	6
	1755	Moortown, ..	B.	14	8	5	0
	1758	Trillick, ...	..	32	28	0	0
	1899	Tummery, ..	B.	30	26	5	0
	1900	Dromore	B.	11	5	6	1
	1914	Golan, ...	..	30	22	10	0
	1970	Letteree, ...	B.	27	23	12	6
	1971	Aughnamoe, ..	B.	21	15	15	0
	1972	Omagh Convent, ..	..	45	39	7	6
	2042	Roscor, ...	B.	22	19	5	0
	2043	Drumharvey, ..	B.	13	9	15	0
	2081	Knocknagor, ..	..	25	18	15	0
	2086	Omagh, ..	B.	34	25	10	0

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906–7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued.*

County.	Reg. No.	Name of School.		Average Attendance.	Amount Paid.		
					£	*s.*	*d.*
CLARE, ..	1298	Querrin, ...	B.	51	38	5	0
	1645	Bansha, ...	B.	23	17	5	0
	1806	Cloonadrum, ...		41	30	15	0
	1808	Scropul, ...	B.	62	54	5	0
	1823	Cross, ...	B.	21	18	7	6
	1824	Killaloe, ...	B.	15	8	13	7
	1960	Dromandoora, ..	B.	31	15	10	0
	1979	Cooraclare, ..	B.	27	23	12	6
	1981	Cree, ...	B.	58	50	15	0
	1983	Tullabrack, ..	B.	27	20	5	0
	1984	Cloghanbeg, ..	B.	33	28	17	6
	1990	Moyasta, ...	B.	26	19	10	0
	1998	Connolly, ..	B.	14	12	5	0
	2006	Kanturk, ...	B.	21	13	2	6
	2020	Cloonanaha, ..	B.	57	35	12	6
	2028	Clohanes, ...	B.	32	28	0	0
	2029	Inagh	B.	62	54	5	0
	2030	Tulla, ...	B.	47	41	2	6
	2038	Gortaveha, ...		33	24	15	0
	2050	Slieveanoir, ...		27	23	12	6
	2051	Synge, ...	B.	28	24	10	0
	2066	Gurthbofearna, ..	B.	63	55	2	6
	2074	Cahersherkin, ..	B.	25	21	17	6
	2075	Furglan, ...	B.	45	39	7	6
	2076	Leitrim, ...	B.	34	29	15	0
	2077	Tullycrine, ..	B.	56	48	6	0
	2084	Ballinalacken, ..	B.	26	19	10	0
	2085	Ballycotton, ..	B.	15	7	10	0
	2088	Clonigulane, ..	B.	29	21	15	0
CORK, ..	138	Castletownsend, ..	B.	20	10	0	0
	242	Kilmacabea, ..		22	16	10	0
	251	Reenogreena, ..		18	15	15	0
	262	Tragumna, ..	B.	16	12	0	0
	275	Rossbrin, ...		11	5	17	10
	468	Kanturk, ...		20	13	10	0
	590	Trafrask, ...		24	9	8	7
	598	Adrigole, ...		18	12	3	0
	730	Ballyvourney, ..		10	7	10	0
	885	St. Vincent's Convent,		85	74	17	6
	978	Douglas-street, ..		20	15	0	0
	1093	Dooneen, ...	B.	19	9	10	0
	1334	Derryclough, ..		12	9	0	0
	1437	Cloughoula, ..		15	13	2	6
	2046	Umeraboy, ..		38	33	5	0
	2047	Ardfield, ...	B.	36	31	10	0
	2061	Maultrahane, ..		12	7	10	0
	2083	Cluin, ...	G.	14	12	5	0
	2087	Youghal, ...		40	35	0	0
KERRY, ..	1202	Caherdaniel, ..	B.	23	17	10	9
	1744	Ballycoury, ..	B.	13	9	15	0
	1913	Ballincrossig, ..	B.	33	24	15	0
	1948	Brackluin, ...	B.	36	23	2	10

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906–7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued.*

County.	Reg. No.	Name of School.		Average Attendance.	Amount Paid. £	s.	d.
LIMERICK, ..	78	St. Ita's, ...	G.	37	18	10	0
	323	Leamy's, ...	B.	19	12	11	9
	1231	Monemohill, ..	B.	37	32	7	6
	1724	Ballylanders, ..	B.	18	13	10	0
	1729	St. Mary's Convent, ..		62	54	5	0
	1738	Broadford, ..	B.	14	9	12	0
	1926	Banogue, ...	B.	16	10	0	0
	1927	St. John's Convent, ...		35	30	12	0
	1963	Bruree, ...	B.	12	10	10	0
	1964	Kilcolman, ..	B.	33	28	17	6
	2039	Nutgrove, ...	B.	23	20	2	0
	2054	Bilboa, ...	B.	32	24	0	6
	2059	Knocktoosh, ..	B.	32	20	18	3
	2091	Kildimo, ...		41	20	10	0
TIPPERARY, ..	356	St. Joseph's Convent, ..		52	45	10	0
	721	Morton-street Convent, ..		35	30	12	6
	1585	Eglish, ...	B.	24	18	0	0
	1708	Curraghpoor, ...		37	32	7	6
	1710	Commonaline, ..	B.	20	17	10	0
	1712	Bansha, ...	B.	24	21	0	0
	1713	Bishopswood, ...		36	31	10	0
	1855	Lorrha, ...	B.	22	11	0	0
	1932	Mohorough, ..	B.	14	12	5	0
WATERFORD,..	90	Ballymacart, ...		16	14	0	0
	114	Ring, ...	B.	21	18	7	6
CARLOW, ..	113	Ballinabranna, ...		20	10	0	0
	1336	Rathvilly, ...		10	5	0	0
	1947	Clonmore, ...		21	13	10	0
	2082	Ballon, ...	B.	24	18	0	0
DUBLIN, ..	12	St Michan's, ..	B	17	14	17	6
	13	St. Vincent's Convent ..		119	104	2	6
	14	St. Kevin's, ..	B.	44	33	0	0
	16	Central Model, ..	B.	28	24	10	0
	17	Inchicore Model, ..	B.	36	25	1	5
	33	St. Francis, ..	B.	23	11	10	0
	299	St. Anne's, ..	G.	51	38	5	0
	359	St. Joseph's, ..	B.	48	36	0	0
	996	College Green, ..	B.	70	52	10	0
	1766	Father Mathew, ..	B.	10	7	17	6
	1946	St. Peter's, ..	B.	33	24	15	0
	2026	SS. Michael's and John's,	B.	16	8	0	0
KILDARE, ..	1903	Rathangan, ..	B.	24	18	0	0

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906–7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued*

County.	Reg. No.	Name of School.		Average Attendance.	Amount Paid.		
					£	s.	d.
KILKENNY, ..	237	Freshford, ...	B.	24	18	0	0
	277	Ballydaniel, ..	B.	46	40	5	0
	584	Kilmanagh, ..	B.	11	8	5	0
	619	Desart, ...	B.	23	11	10	0
KING'S, ..	149	Rhode, ...	B.	11	6	17	6
	150	Trimblestown, ..	B.	25	21	17	6
	620	Horseleap, ..	B.	18	13	10	0
	687	St. Cronan's, ..	..	22	13	15	0
	822	Cannakill, ...	B.	15	7	10	0
	1000	Edenderry, ..	B.	38	15	12	2
	1749	Philipstown, ..	B.	29	14	10	0
	2064	Aghacon, ...	..	17	8	10	0
LONGFORD, ..	577	St. Joseph's, ..	..	18	15	15	0
	701	Castlebrock, ..	..	23	11	10	0
	808	St. Patrick's, ..	..	23	20	2	6
	1809	Lenamore, ...	..	12	7	10	0
	2041	Fermoyle, ...	B.	28	21	0	0
	2062	Moydow, ...	..	34	17	0	0
	2063	Ardagh, ...	B.	28	10	10	0
LOUTH, ..	1392	Ballinafuill, ..	B.	20	9	17	2
	672	St. Malachy's, ..	B.	24	21	0	0
	2060	St. Patrick's, ..	B.	35	26	5	0
MEATH, ..	1258	Gortloney, ..	B.	29	25	7	6
	803	Longwood, ..	B.	15	7	10	0
	992	Oldcastle, ...	G.	10	6	0	0
QUEEN'S, ..	69	Graigue, ...	B	20	10	0	0
	73	Raheen, ...	B	22	8	9	9
	148	Oak, ...	B.	27	13	10	0
	387	Ballyfin, ...	B.	16	12	0	0
	1367	Borris-in-Ossory Convent,	..	18	9	0	0
	2027	Shanahoe, ..	B.	33	20	12	6
WESTMEATH, ..	107	Kilcumreragh, ..	..	18	11	5	0
	572	Tubberclair, ..	B.	13	7	6	3
	573	Lismacaffrey, ..	B.	16	10	0	0
	2068	Mount Temple, ..	..	45	17	7	2
WEXFORD, ..	276	Baldwinstown, ..	B.	19	14	5	0
	386	Kingsland, ..	B.	16	8	0	0
	398	Newtownbarry ..	B.	23	17	5	0
	2079	Duncormick, ..	..	40	30	0	0
WICKLOW, ..		Nil.					

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906–7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued.*

County.	Reg. No.	Name of School.		Average Attendance.	Amount Paid.		
					£	s.	d.
GALWAY, ..	602	Belmont, ...	B.	25	12	10	0
	1869	Beyleck, ...	B.	13	5	9	1
	2000	Brierfield, ...	B.	47	35	5	0
	739	Caherlistrane, ..	B.	19	14	5	0
	1897	Carraroe, ...	B.	15	8	8	9
	1715	Clonbur, ...	B.	24	15	8	7
	1619	Clonfert, ...	B.	16	8	0	0
	740	Cloughanover, ..	B.	36	31	10	0
	1818	Cloughbrack, ..	..	16	7	5	9
	747	Clydagh, ...	B.	93	81	7	6
	1987	Cooloo, ...	B.	14	6	14	0
	229	Creggs, ...	B.	16	12	0	0
	2045	Clarenbridge, ..	B.	19	14	5	0
	1495	Derroe, ...	B.	31	19	7	6
	1492	Derrygoolin, ..	B.	21	15	15	0
	1374	Derryvoher, ..	B.	37	23	2	6
	1591	Drim, ...	B.	21	10	6	3
	1652	Eyrecourt, ..	B.	19	14	5	0
	21	Eglish, ...	..	22	16	10	0
	369	Friaryland, ..	B.	11	6	9	8
	1974	Garbally, ...	B.	24	16	4	0
	499	Gortnadeve, ..	B.	22	13	15	0
	2090	Inishark, ...	B.	20	15	0	0
	738	Kilcoona, ...	B.	56	49	0	0
	1118	Kilgevrin, ...	B.	16	12	0	0
	241	Killeenan, ...	B.	28	24	10	0
	736	Knockroone, ..	B.	21	8	2	0
	2044	Kilkerrin, ...	G.	13	4	3	7
	2070	Kinclare, ...	B.	43	32	5	0
	861	Laurencetown, ..	B.	14	5	0	0
	1975	Leenane, ...	B.	13	5	17	0
	1382	Letterfrack, ..	B.	25	13	13	3
	1595	Lettermullen, ..	B.	29	21	15	0
	748	Milltown, ...	B.	58	29	0	0
	2001	Mount Bellew, ..	B.	17	12	15	0
	2013	Moylough, ...	B.	24	18	0	0
	249	Peterswell, ..	B.	20	15	0	0
	2036	Ryehill, ...	..	25	21	17	6
	1173	St. M'Dara's, ..	B.	40	30	0	0
	1496	St. Patrick's (Tully),	B.	20	7	17	2
	1132	Tiernee, ...	B.	42	22	10	0
	972	Toberroe, ...	B.	26	22	15	0
	2069	Tiernakill, ...	B.	21	15	15	0
LEITRIM, ..	65	Drumkeeran, ..	B.	19	14	5	0
	254	Shivdillagh, ..	B.	18	15	15	0
	381	Drumkeel, ...	B.	20	17	10	0
	447	Cullentra, ...	B.	21	15	15	0
	545	Kiltyclogher, ..	B.	19	15	8	9
	626	Ballaghameehan, ..	B.	19	14	5	0
	633	Drumkeelanmore, ..	B.	24	12	0	0
	799	Fearglass, ...	B.	56	42	0	0

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906–7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued.*

County.	Reg. No.	Name of School.		Average Attendance.	Amount Paid.		
					£	*s.*	*d.*
LEITRIM—*con.*	1133	Tullynacross, ..	B.	32	28	0	0
	1148	Aughacashel, ..	B.	46	28	15	0
	1491	Drumshambo, ..	B.	14	10	10	0
	1966	Killavoggy, ..	B.	36	31	10	0
	2040	Tullycorka, ..	B.	21	13	2	6
MAYO, ..	46	Doolough, ...	B.	28	21	0	0
	267	Massbrook, ..	B.	10	7	10	0
	406	Lahardane, ..	..	20	15	0	0
	410	Doohoma, ...	B.	29	18	2	6
	449	Newport, ...	B.	16	8	0	0
	489	Cloonfane, ...	B.	30	26	5	0
	500	Currabaggan, ..	B.	20	15	0	0
	551	Belcarra (Mixed), ..	..	26	16	5	0
	603	Belderg (Mixed), ..	..	18	13	10	0
	609	Letterbrick, ..	G.	15	7	10	0
	684	Currower, ...	B.	30	15	0	0
	719	Cloondaff, ...	B.	17	6	11	2
	742	Kilroe, ...	..	12	5	8	0
	752	Bangor Erris, ..	B.	15	11	5	0
	784	Killitiane, ...	B.	18	6	15	0
	845	Pollathomas, ..	..	16	12	0	0
	960	Aughleam, ...	..	14	3	10	6
	961	Derreendafderg, ..	B.	13	9	15	0
	1075	Iniskea North, ..	..	22	16	10	0
	1076	Iniskea South, ..	..	14	10	10	0
	1131	Burrisacarra, ..	..	28	11	8	0
	1247	Kilbride, ...	..	24	18	0	0
	1248	Heathfield, ..	..	18	13	10	0
	1251	Srah, ...	B.	26	13	0	0
	1256	Glencullen, ..	B.	18	13	10	0
	1263	Belmullet, ...	B.	11	9	12	6
	1270	Derry, ...	B.	41	20	10	0
	1343	Cloongee, ...	G.	13	6	10	0
	1506	Carratigue (Mixed), ..	..	17	11	9	6
	1507	Ballyfarna, ..	B.	21	10	10	0
	1514	Barnatra, ...	B.	34	21	5	0
	1562	Ballymachola, ..	B.	15	7	10	0
	1563	Rosport (Mixed), ..	..	24	18	0	0
	1565	Kilmore Erris (Mixed),	..	39	29	5	0
	1628	Rathbane, ...	..	18	13	10	0
	1630	Cloondaff, ...	G.	10	3	11	5
	1657	Toanroe, ...	B.	43	32	5	0
	1700	Creevagh (Mixed), ..	..	20	9	0	0
	1783	Palmhill (Mixed), ..	..	20	15	0	0
	1788	Irishtown, ...	..	10	5	0	0
	1812	Geesala, ...	B	19	14	5	0
	1867	Banagher (Mixed), ..	..	30	15	0	0
	1933	Shraigh, ...	B	20	15	0	0
	1994	Lisaniskea, ..	G	19	14	5	0
	2049	Carragorrn, ..	..	18	13	10	0
	2072	Cloghans, ...	B	26	19	10	0
	2092	Pontoon, ...	..	14	7	0	0

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906–7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued.*

County.	Reg. No.	Name of School.		Average attendance.	Amount Paid. £	s.	d.
ROSCOMMON,	141	Fuerty, ...		17	12	15	0
	162	Clonfad, ...	B.	12	9	0	0
	209	Northyard, ..	B.	21	18	7	6
	233	Don (Cloonbonniff),	B.	23	17	5	0
	372	Knockroe, ...		14	7	0	0
	444	Gorthaganny, ..	B.	14	7	1	0
	494	Taughmaconnell, ..	B.	12	6	0	0
	858	Ballinameen, ...		17	8	10	0
	859	Ballybay, ...	B	19	9	10	0
	944	Ballymintan, ..	B	13	9	15	0
	1366	Cloonown, ...	B	34	25	10	0
	1499	Lismoil, ...		12	9	0	0
	1522	Kingsland, ..	B.	23	17	5	0
	1644	Don (Cortoon), ..	B.	14	10	10	0
	1895	Cloonroan, ...	G.	14	10	10	0
	1896	Don, ...	G.	18	13	10	0
	2034	Ballintleva, ..	B.	22	16	10	0
	2056	Mount Allen, ..	B.	30	18	15	0
	2057	Carrick, ...	G.	15	11	5	0
	2080	Grange, ...		30	22	10	0
SLIGO, ..	491	Ballinacarrow, ..	B.	25	21	17	6
	492	Rathcormac, ..	B.	30	26	5	0
	493	Kilmacowen, ..	B.	44	38	10	0
	544	Castlegal, ...	B.	31	23	5	0
	546	Cliffoney, ...	B.	22	11	0	0
	561	Cloonanure, ..	B.	20	12	10	0
	563	Ballyconnell, ..	B.	28	20	13	0
	564	Breaghwy, ..	B.	33	28	17	6
	630	Grange, ...	B.	33	28	17	6
	1218	Rosses Point, ..	B.	32	28	0	0
	1398	Lakeview, ...	B.	17	14	17	6
	1594	Largan, ...	B.	11	7	0	3
	1709	Carraroe, ...	B.	31	25	11	6
	2033	Sooey, ...		39	34	2	6
	2048	Masshill, ...		19	16	12	6
	2078	St. Brigid's Club, ...		67	50	5	0

LIST showing SCIENCE EQUIPMENT GRANTS.

County.	Roll Number.	School.	Amount of Grant.
			£ s. d.
Antrim, ..	86	Loughmorne (2), ...	5 0 0
,, ..	9281	Buckna Upper, ...	7 10 0
.. ..	2651	Kells, Ballymena, ...	7 10 0
Armagh, ..	8702	Milford, ...	9 0 0
,, ..	9083	Abbey Street, ...	7 10 0
,, ..	13813	Tynan, ...	7 10 0
,, ..	12449	Killylea, ...	7 10 0
,, ..	15458	Crossroads, ...	7 10 0
,, ..	15178	Hamilton's Bawn, ...	5 0 0
,, ..	13301	Glenanne, ...	7 10 0
,, ..	15823	Cloncore Upper, ...	7 10 0
Donegal, ..	5762	Ardfarna, ...	7 10 0
,, ..	15729	Rathmullan Boys', ...	7 10 0
,, ..	1364	Cloghan, ...	7 10 0
Down, ..	8190	Ballyrogan, ...	7 10 0
,, ..	9064	Annahinchigo, ...	7 10 0
,, ..	15200	Rosario Girls', ...	9 0 0
Londonderry,	3750	Bohill, ...	7 10 0
,,	11856	Gorran, ...	7 10 0
,,	9106	Gortnessy, ...	5 0 0
Tyrone, ..	12069	Liscreevaghan, ...	7 10 0
,, ..	10678	Cranny, ...	7 10 0
,, ..	11403	Fintona, ...	7 10 0
,, ..	5531	Edenderry, ...	5 0 0
Clare, ..	12784	Tulla Boys', ...	7 10 0
,, ..	14440	The Synge, ...	7 10 0
,, ..	13877	Moveen Girls', ...	7 10 0
,, ..	15801	Scariff Boys', ...	7 10 0
,, ..	15802	Scariff Girls', ...	7 10 0
,, ..	9339	Lisroë, ...	7 10 0
,, ..	5267	Cloonadrum, ...	7 10 0
,, ..	13805	Cranny Girls', ...	7 10 0
,, ..	14622	Inagh Boys', ...	7 10 0
Cork, ..	3828	Youghal Convent, ...	10 0 0
,, ..	10079	Kiskeam Girls', ...	7 10 0
,, ..	1391	Knocknamana Boys', ...	7 10 0
,, ..	6333	Kilmurry Girls', ...	7 10 0
,, ..	14141	Aghadown, ...	7 10 0
,, ..	3439	Ballygraddy, ...	7 10 0
,, ..	14784	St. Patrick's Monastery, ...	9 0 0
,, ..	12457	Timoleague Girls', ...	7 10 0
,, ..	13661	St. Mary's Girls', Dunmanway, ..	9 0 0

LIST showing SCIENCE EQUIPMENT GRANTS.

County.	Roll Number.	School.	Amount of Grant.
			£ s. d
Limerick, ..	12834	St. Michael's, ...	7 10 0
,, ..	14067	Fedamore, ...	7 10 0
,, ..	13025	Kilfinane Boys', ...	9 0 0
,, ..	12368	Knocknasna, ...	7 10 0
Tipperary, ..	7607	Kilsheelan Boys', ...	7 10 0
,, ..	13247	Templemore Boys', ...	7 10 0
Carlow, ..	1499	Hacketstown Girls', ...	7 10 0
Dublin, ..	14464	St. Columba's, Girls', ...	9 0 0
,, ..	15750	Tranquilla Boys', ...	7 10 0
Kilkenny, ..	1799	Clough Boys', ...	7 10 0
,, ..	15365	Gowran Boys', ...	7 10 0
King's, ..	809	Ballyboy, ...	5 0 0
Longford, ..	14672	Colehill, ...	7 10 0
Louth, ..	12800	St. Nicholas's Girls', ...	5 0 0
Queen's, ..	5442	Rosenallis, ...	7 10 0
Wexford, ..	4183	Bree, ...	7 10 0
Galway, ..	15486	Cornamona Girls', ...	7 10 0
Leitrim, ..	6730	Leitrim Girls', ...	7 10 0
,, ..	15088	Innismagrath, ...	5 0 0
Mayo, ..	8302	Westport (2), ...	7 10 0
,, ..	12555	Carrowsteelaun, ...	9 0 0
,, ..	7713	Swinford Convent Girls', ...	9 0 0
Sligo, ..	1682	Clooneenmore, ...	7 10 0

Teachers' Pensions, &c.

TATISTICS of the National School Teachers' (Ireland) Pension Fund, under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st December, 1906, as furnished by the Teachers' Pension Office, Dublin Castle.

1. The twenty-seventh year of the operation of the Act ended on the 31st December, 1906.

2. The fluctuation of numbers on the Pension List under the Act was as follows :

	Men.					Women.					Total both Sexes
	3rd Class	2nd Class.	1² Class.	1¹ Class.	Total.	3rd Class.	2nd Class	1² Class	1¹ Class.	Total.	
On the Books on the 31st December, 1905.	2,290	2,106	1,187	150	5,733	3,938	1,688	777	130	6,533	12,266
First appointed in 1906,	218	.	.	.	218	412	2	.	.	414	632
Re-appointed 1906, .	56	17	4	.	77	119	16	4	.	139	216
Became Principal Teacher, 1906.	.	22	5	.	27	.	9	1	.	10	37
Became Assistant Teacher, 1906.	5	.	.	.	5	6	.	.	.	6	11
Placed in Grade higher than Class.	.	1	11	.	12	.	5	15	.	20	32
Promoted 1906, . .	.	48	189	3	240	.	45	116	9	170	410
Depressed 1906, . .	.	.	.	.	.	.	.	.	.	.	.
	2,569	2,194	1,396	153	6,312	4,475	1,765	913	139	7,292	13,604
Removed from List on account of age, or receipt of Pension. .	21	36	7	2	66	36	21	10	9	79	145
Quitted the Service, 1906.	139	37	10	.	186	220	34	9	.	263	449
Promoted, 1906, . .	49	138	3	.	240	46	115	9	.	170	410
Became Principal Teacher, 1906.	27	.	.	.	27	10	.	.	.	10	37
Became Assistant Teacher, 1906.	.	5	.	.	5	.	6	.	.	6	11
Placed in Grade higher than Class.	2	10	.	.	12	6	14	.	.	20	32
Depressed, 1905, . .	.	.	.	.	.	.	.	.	.	.	.
Died, 1906, . . .	13	16	6	1	36	18	12	8	.	38	74
Remained on Books, 31st December, 1906,	2,318	1,902	1,370	150	5,740	4,139	1,560	877	130	6,706	12,446

3. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rule 21, are as follows :—

	Men.	Women.	Total.
On the Books, 31st December, 1905, . .	46	52	98
Reappointed, 1906, ...	.	.	.
Total, . . .	46	52	98
Removed from Establishment on account of Age, or on receipt of Pension in 1906, .	3	3	6
Died in 1906, ...	.	.	.
Resigned or Dismissed, 1906, ...	1	.	1
On the Books, 31st December, 1906, . .	42	49	91
Supplemental Pensions :	£ s. d.	£ s. d.	£ s. d.
Amount payable 31st December, 1905, .	678 10 2	1,464 12 11	2,143 3 1
Granted in 1906, ...	92 0 0	40 9 4	132 9 4
Ceased in 1906, ...	23 5 4	75 0 0	98 5 4
Amount payable 31st December, 1906, .	747 4 10	1,430 2 3	2,177 7 1

4. The Pensions granted were as follows :—

	Men.										Women.										Total both Sexes.	
	3rd Class.		2nd Class.		1² Class.		1¹ Class.		Total.		3rd Class.		2nd Class.		1² Class.		1¹ Class.		Total			
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No	£
Total on 31st December, 1905, .	395	10,771	401	15,425	108	6,186	57	4,669	961	37,051	435	8,634	378	10,929	136	5,942	56	3,130	1,005	28,635	1,966	65,686
Pensions Granted in 1906.																						
For Ill-health, ...	4	22	4	42	1	9	–	–	9	73	5	21	3	23	–	–	1	9	9	53	18	126
On Voluntary Retirement, . .	12	372	22	896	4	213	1	88	39	1,569	14	249	4	109	3	120	2	101	23	579	62	2,148
On Compulsory Retirement, .	4	140	12	555	3	240	3	296	22	1,231	21	525	16	548	7	363	1	63	45	1,499	67	2,730
Total, ...	415	11,305	439	16,918	116	6,648	61	5,053	1,031	39,924	475	9,429	401	11,609	146	6,425	60	3,303	1,082	30,766	2,113	70,690
Pensions Ceased in 1906.																						
Through Death, ...	21	605	21	943	11	644	3	287	59	2,484	14	284	14	380	2	58	3	250	33	972	92	3,456
Otherwise, ...	4	18	1	4	–	–	–	–	5	22	4	16	2	9	–	–	–	–	6	25	11	47
Pensions payable on 31st December, 1906.*	390	10,682	414	15,966	105	6,004	58	4,766	967	37,418	457	9,129	385	11,220	144	6,367	57	3,053	1,043	29,769	2,010	67,187

* Including the Supplemental Pensions.

5. The Age Statistics have been as follows, so far as they have been notified during the Years 1880–1905, and 1906, respectively:—

	Men.								Women.							
	3rd Class.		2nd Class.		1st Class.		1l Class.		3rd Class.		2nd Class.		1st Class.		1l Class.	
	1880–1905.	1906.	1880–1905.	1906.	1880–1905.	1906.	1880–1905.	1906.	1880–1905	1906.	1880–1905.	1906.	1880–1905.	1906.	1880–1905.	1906.
Average Age on:—																
Promotion,	20·59	21·63	23·83	42·00	27·89	37 17	31·46	48·66	21·06	22·08	23·82	41·60	29·97	38·85	31·55	49·00
Resignation or Dismissal,	26·40	27·18	30·21	34·77	33·95	37·42	36·70	41·80	26·66	26·75	29·03	34·74	31·30	41·55	34·62	41·00
Re-appointment,	27·89	27·25	30·44	38·35	32·89	43·75	35·63	42·00	27·27	27·55	28·99	34·32	32·41	41·50	35·07	34·33
Retirement,	55·96	56·38	57·56	60·44	59·45	60·87	60·31	64·50	48·10	56·12	51·18	56·41	53·49	59·00	55·08	53·25
Death,	38·52	41·69	41·55	45·50	42·98	47·75	46·47	47·66	34·81	34·26	37·58	40·07	41·16	40·28	41·27	36·50

(1.) The "Reid" Bequest.

Prize Monitors of Fifth Year.

Circuit and Section.	Roll No.	School.	Monitor.	Prize.
				£
20A	1793	Killarney Monastery, .	John J. Pigott, . . .	25
20B	10299	Listowel (2), . Boys'	James Hayes, . . .	22
„	13018	Brosna, . . „	Michael Downey, . .	20
20A	10020	Knockeenahone, . „	Cornelius Kevin, . . .	18
„	8148	Kells, ...	John Golden, . . .	16
„	9304	Raheen, . . Boys'	Denis O'Shea, . . .	14

Prize Monitors of Third Year.

Circuit and Section.	Roll No.	School.	Monitor.	Prize.
				£
20A	3655	Milltown Monastery, .	Daniel Clifford, . .	20
„	1793	Killarney „ .	Jeremiah Mangan, . .	18
„	5970	Sixmilebridge, . .	Patrick Moynihan, .	16
20B	14987	Cloghane, . . .	Charles Maunsell . .	14
20A	5735	Keelnabrack, . Boys'	Francis Griffin, . . .	12
20B	5517	Maharees, . „	Maurice Spillane, . .	10

There was no Reid Exhibition in Trinity College, Dublin, awarded in 1906.

(2.) Carlisle and Blake Premiums.

The Carlisle and Blake Premium Fund.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National schools the interest accruing from certain funds at their disposal in premiums, to be called "The Carlisle and Blake Premiums." Teachers of Model Schools, Convent Schools, or other special schools, are not eligible for these premiums.

2. The interest from the accumulated funds available for premiums is distributed in premiums of £5 each—one for the most deserving principal teacher in each of the circuits every year, upon the following conditions :—

(*a.*) that the average attendance and the regularity of the attendance of the pupils are satisfactory ;

(*b.*) that a fair proportion of the pupils have passed in the higher standards ;

(*c.*) that, if a boys' or mixed school, taught by a master in a rural district, the elements of the sciences underlying agriculture are fairly taught to the boys of the senior standards ; and, if a girls' school (rural or town), needlework is carefully attended to ;

(*d.*) that the state of the school has been reported during the previous two years as satisfactory in respect of efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Commissioners' rules.

3. No teacher is eligible for a premium more frequently than once in five years.

Carlisle and Blake Premiums for the year ended 31st December, 1906.

Circuit.	Roll No.	Name of School.	Teacher.
1 Donegal, ...	10,586	Milford Boys', ...	William Crawford.
2 Londonderry, ...	14,318	First Derry Boys', ...	David Bayne.
3 Ballymena, ...	13,189	Broughshane Girls', ...	Mrs. Ellen Fullerton.
4 Omagh, ...	8,438	Castlederg Edwards Boys',	Thomas J. Burnside.
5 Enniskillen, ...	8,970	Cashelnadrea Girls', ...	Miss Hannah M'Gonniglo.
6 Armagh, ...	14,962	Cope, ...	Robert Callaghan.
7 Belfast (1), ...	15,019	Skegoneill, ...	Ernest Perry.
8 Belfast (2), ...	2,547	Mountpottinger Boys', ...	Joseph M'Kee.
9 Dundalk, ...	13,971	Victoria, ...	William J. Mitchell.
10 Sligo, ...	8,472	Crossboy, ...	Denis Meehan.
11 Dublin (1), ...	14,463	St. Columba's Boys', ...	William Hare.
12 Dublin (2), ...	13,086	St. Mary's Boys', ...	Denis Sheerin.
13 Castlebar, ...	5,129	Louisburgh Girls', ...	Mrs. Annie Bailie.
14 Galway, ...	14,431	St. MacDara's Infants' ...	Mrs. Jane Tubridy.
15 Athlone, ...	14,661	Athlone Mixed, ...	John U. Beckett.
16 Portarlington, ...	1,515	Ballymore Eustace Girls',	Miss Mary K. M'Guire.
17 Limerick, ...	8,851	Miltown Malbay Girls', ...	Mrs. Susan Murray.
18 Clonmel, ...	15,501	Curraghpoor Girls', ...	Miss Ellen Merrick.
19 Waterford, ...	8,132	Touraneena Boys', ...	Patrick Keating.
20 Kerry, ...	10,756	Ballyferriter Girls', ...	Mrs. Mary Manning.
21 Cork (1), ...	13,643	St. Luke's Boys', ...	John M. Kennelly.
22 Cork (2), ...	14,955	Warner's Lane, ...	Michael Quinlan.

(3.) LIST of KING'S SCHOLARS who have passed their Final Year's Examination and have qualified for Certificates of Competency in Irish, and to whom Prizes of £5 each have been awarded.

The Training Colleges are indicated thus:—

C. N. E. "Marlborough-street" (Dublin).
St. P. "St. Patrick's" (Drumcondra).
O. L. M. "Our Lady of Mercy" (Blackrock).
D. L. S. "De la Salle" (Waterford).
St. M. "St. Mary's" (Belfast).
D. I. "Mary Immaculate" (Limerick).

County.	Roll No.	School.	Name of King's Scholar.	College.
King's, ..	7949	Parsonstown Model,	Charles Walsh, ..	C.N.E.
Queen's, ..	—	Castletown Mony. ..	Timothy Foley, ..	D.L.S.
Kerry, ..	6113	Kilquane, ..	BartholomewKennedy	St.P.
Cork, ..	4440	Cullin, ...	Daniel D. O'Connor,	D.L.S.
Cork, ..	5568	Adrigole Girls', ..	Kate Shea, ..	O.L.M.
Waterford, ..	5548	Ballymacart, ..	Thomas Delaney, ..	D.L.S.
Down, ..	5450	Warrenpoint Boys',	Peter Meegan, ..	D.L.S.
Kerry, ..	10755	Ferriter Boys', ..	Michael D. O'Connor,	St.P.
Mayo, ..	13154	Coolnafarna, ..	Mary A. Dalton, ..	St.M.
Donegal, ..	15016	Loretto Convent, ..	Jiley M'Ateer, ..	St.M.
Dublin, ..	2018	Convent N.S., Baggot street.	Margaret Buckley, ..	O.L.M.
Queen's, ..	—	Castletown Mony., ..	Michael Conway, ..	D.L.S.
Armagh, ..	115	Lislea, ...	Michael M'Partland,	D.L.S.
Cork ..	467	Ballinspittal ..	John Holland, ..	D.L.S.
Kerry, ..	2197	Spunkane, ..	Daniel V. M'Callum,	D.L.S.
Donegal, ..	6162	Commeen, ..	William Diver, ..	D.L.S.
Donegal, ..	14194	Termon, ...	Daniel Murray, ..	D.L.S.
Roscommon, ..	7722	St. Peter's Convent,	Lily A. Doyle, ..	St. M.
Meath, ..	7472	Navan Convent of Mercy.	Mary A. Grace, ..	St.M.
Dublin, ..	2018	Convent N.S., Baggot street.	Bridget M'Cluskey,..	O.L.M.
Tyrone, ..	10110	Strabane Convent, ..	Bridget Murphy, ..	O.L.M.
Tipperary, ..	7358	Skeheenarinky, ..	Timothy Casey, ..	D.L.S.
Meath, ..	883	Navan Convent (1),	Catherine Gibbons,..	St.M.
Cork, ..	9848	Kilmacowen, ..	Daniel Harrington,..	D.L.S.
Queen's, ..	—	Castletown Mony., ..	Patrick Hackett, ..	D.L.S.
Donegal, ..	3076	Coguish, ..	Mary Shovelin, ..	St.M.
Roscommon, ..	12917	Greaghnafarna, ..	James O'Rourke, ..	D.L.S.
Galway, ..	12234	Tuam Convent (1), ..	Madge O'Malley, ..	O.L.M.
Antrim, ..	—	Dominican Convent,	Harriet Maguire, ..	St.M.
Queen's, ..	—	Castletown Mony., ..	Joseph Davis, ..	D.L.S.

LIST of additional KING'S SCHOLARS who have passed their Final Year's Examination and have qualified for Certificates of Competency in Irish.

Galway, ..	—	St. Francis College,	Joseph Holmes, ..	D.L.S.
Tipperary, ..	8903	Fethard Convent, ..	Catherine Cormack,	St.M.
Clare, ..	2439	Feakle, ...	Francis Duggan, ..	D.L.S.
Tyrone, ..	2316	Dromore, ..	Hugh P. Donnelly,..	St.P.
Roscommon, ..	1753	Elphin, ...	Bernard Donlan, ..	D.L.S.
Meath, ..	1309	Stackallen, ..	Patrick Healy, ..	D.L.S.
Cork, ..	5005	St. Michael's Girls',	Catherine Hurley, ..	M.I.
Londonderry, ..	5878	Templemoyle, ..	Annie M. Murphy,..	St.M.
Queen's, ..	—	Castletown Mony., ..	Joseph Egan, ..	D.L.S.
Kerry, ..	10239	Caherdaniel, ..	Maurice F. O'Connell,	St.P.
Mayo, ..	13152	Derrywash, ..	Ellen M'Donnell, ..	M.I.

Compulsory Education.

IRISH EDUCATION ACT, 1892.

(*a.*) Places in which School Attendance Committees existed on 31st December, 1906.

County	Name of Urban District.	Name of Rural District
Antrim,	Ballymena,	Aghalee (Lurgan No. 3).
„	Ballymoney,	Antrim.
„	Carrickfergus,	Ballycastle.
„	Larne,	Ballymena.
„	Lisburn,	Ballymoney.
„	Portrush,	Belfast.
„	—	Larne.
„	—	Lisburn.
Antrim and Down,	Belfast Co. Borough,	—
Armagh,	Lurgan,	Armagh.
„	Portadown,	Lurgan :—Lurgan Division.
„	Tandragee,	„ Portadown do.
„	—	Tandragee (Banbridge No. 2)
Carlow,	Carlow,	Carlow :—Bagenalstown Division.
„	Tullow,	„ Ballon do.
„	—	„ Borris do.
„	—	„ Tinryland d
Cavan,	Belturbet,	—
„	Cavan,	—
„	Cootehill,	—
Clare,	Ennis,	Corofin.
„	Kilrush,	Killadysert.
„	—	Kilrush.
Cork,	Clonakilty,	—
„	Fermoy,	—
„	Kinsale,	—
„	Midleton,	—
„	Queenstown,	—
„	Cork Co. Borough,	—
Donegal,	*Ballyshannon,	Dunfanaghy.
„	*Letterkenny,	Londonderry No. 2.
„	—	Strabane No. 2.
Down,	Banbridge,	Banbridge :—Annaclone Division
„	Bangor,	„ Banbridge do.
„	Donaghadee,	„ Dromore do.
„	Downpatrick,	„ Moneyslane do.
„	Dromore,	Castlereagh (Belfast No. 2).
„	Holywood,	Downpatrick :—Ballynahinch Division.

* In this case the provisions of the Act were not enforced.

(*a.*) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1906—*continued.*

County.	Name of Urban District.	Name of Rural District.
Down,	Newcastle,	Downpatrick :—Downpatrick Division.
„	Newry,	„ Killyleagh do.
„	Newtownards,	„ Portaferry do.
	Warrenpoint,	Hillsborough (Lisburn No. 2).
„	—	Kilkeel.
„	—	Moira (Lurgan No. 2) :—Waringstown Division.
„	—	„ Moira do.
„	—	Newtownards.
Dublin,	Blackrock,	Balrothery :—Balbriggan Division.
„	Dalkey,	„ Garristown do.
„	Killiney and Ballybrack,	„ Malahide do.
„	Kingstown,	Celbridge No. 2,
„	Pembroke,	North Dublin.
„	Rathmines and Rathgar,	Rathdown No. 1.
„	Dublin (Co. Borough):—Clontarf Division.	South Dublin.
„	„ Drumcondra, &c., Div.	—
„	„ New Kilmainham „	—
„	„ North West „	—
„	„ North East „	—
„	„ South West „	—
„	„ South East „	—
Fermanagh,	Enniskillen,	Enniskillen.
„	—	Irvinestown.
„	—	Lisnaskea :—East side.
„	—	„ West side.
Galway,	Ballinasloe,	Clifden.
„	Galway,	Tuam.
Kerry,	Killarney,	...
„	Tralee,	—
Kildare,	Athy,	Athy :—Athy Dispensary District.
„	Naas,	„ Castledermot do.
„	Newbridge,	„ Fontstown do.
„	—	„ Monasterevan do.
„	—	Baltinglass No. 3.
„	—	Celbridge No. 1.
„	—	Edenderry No. 2.
„	—	Naas No. 1.
Kilkenny,	Kilkenny,	—
King's,	Birr,	Birr No. 1 :—Banagher Division
„	Tullamore,	„ Birr do.
„	—	„ Ferbane do.
„	—	Roscrea No. 2.

(*a.*) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1906—*continued.*

County.	Name of Urban District.	Name of Rural District.
Limerick,	Limerick Co. Borough.	Croom.
,,	—	Glin (Listowel No. 2).
,,	—	Kilmallock No. 1.
,,	—	Limerick No. 1.
,,	—	Mitchelstown No. 2.
,,	—	Newcastle.
,,	—	Rathkeale.
,,	—	Tipperary No. 2.
Londonderry,	Coleraine,	Coleraine.
,,	Limavady,	Limavady.
,,	Londonderry Co. Borough,	Magherafelt.
Monaghan,	Clones,	—
Queen's,	Mountmellick,	—
Tipperary,	Carrick-on-Suir,	Birr No. 2.
,,	Cashel,	Borrisokane.
,,	Clonmel,	Nenagh.
,,	Nenagh,	Roscrea No. 1.
,,	Templemore,	Thurles.
,,	Thurles,	Cashel :—Cashel Division.
,,	Tipperary.	,, Fethard do.
,,	—	,, *Killenaule do.
,,	—	,, Kilpatrick do.
Tyrone,	Aughnacloy,	Clogher :—Aughnacloy Dispensary District.
,,	Cookstown,	,, Clogher Dispensary District
,,	Omagh,	,, Fivemiletown do.
,,	Strabane,	Cookstown.
,,	—	Dungannon :—No. 1 Division.
,,	—	,, *No. 2 do.
,,	—	Strabane No. 1 :—Plumbridge Division.
,,	—	,, Newtownstewart do.
,,	—	,, Dunamanagh do.
Waterford,	Dungarvan,	—
,,	Lismore,	—
,,	Waterford Co. Borough,	—
Westmeath,	Athlone,	—
Wexford,	Enniscorthy,	Enniscorthy.
,,	Gorey,	Gorey.
,,	New Ross,	New Ross.
,,	Wexford,	—
Wicklow,	Bray,	Baltinglass No. 1 :—Dunlavin Division.
,,	Wicklow,	Naas No. 2.
,,	—	Rathdown No. 2.

* In this case the provisions of the Act were not enforced.

(*b.*) URBAN AREAS in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Carlow,	85·	Ballinasloe,	71·8
Dalkey,	80·7	Bray,	71·8
Carrick-on-Suir,	79·2	Gorey,	71·7
Birr,	79·	Nenagh,	71·7
Templemore,	78·7	Newcastle,	71·7
Queenstown,	78·2	Belfast,	71·5
Killiney and Ballybrack,	77·8	Killarney,	71·1
Holywood, Co. Down,	77·5	Waterford,	71·0
Naas,	77·5	Fermoy,	70·9
Banbridge,	77·3	New Ross,	70·9
Donaghadee,	76·2	Pembroke,	70·8
Kingstown,	75·8	Tipperary,	70·7
Wexford,	75·7	Wicklow,	70·7
Blackrock,	75·6	Mountmellick,	70·6
Newbridge,	75·6	Clonmel,	70·4
Downpatrick,	75·4	Portrush,	70·4
Athlone,	75·3	Cork,	70·2
Bangor,	75·1	Aughnacloy,	70·1
Carrickfergus,	75·1	Galway,	70·1
Limerick,	74·9	Tanderagee,	70·1
Clonakilty,	74·7	Tullamore,	70·1
Londonderry,	74·7	Lurgan,	69·7
Cashel,	74·4	Tralee,	69·7
Dungarvan,	73·9	Strabane,	69·5
Dublin,	73·7	Warrenpoint,	69·5
Kilkenny,	73·7	Limavady,	69·1
Lisburn,	73·7	Ennis,	69·
Cookstown,	73·5	Newry,	68·9
Dromore,	73·5	Tullow,	68·8
Letterkenny,	73·5	Newtownards,	68·7
Coleraine,	73·4	Portadown,	68·5
Ballymoney,	73·2	Omagh,	68·1
Kinsale,	73·2	Clones,	67·2
Larne,	72·6	Cavan,	66·9
Kilrush,	72·6	Belturbet,	65·4
Midleton,	72·6	Enniskillen,	65·3
Thurles,	72·6	Enniscorthy,	65·2
Lismore,	72·4	Cootehill,	64·4
Ballymena,	71·9	Ballyshannon,	63·8
Rathmines and Rathgar,	71·9	Athy.	63·7

(*c.*) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES existed on the 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
North Dublin,	77·	Corofin,	67·6
Kilmallock No. 1,	76·4	Baltinglass No. 1, Dunlavin Division.	67·4
Balrothery,	76·3	Banbridge,	67·2
Newtownards (including Town of Comber).	74·9	Carlow,	67·2
Celbridge No. 2,	74·9	Lurgan,	67·2
Rathdown No. 1,	74·4	Coleraine,	66·9
Castlereagh,	73·8	Aghalee,	66·8
Belfast.	73·5	Borrisokane,	66·4
Mitchelstown No. 2,	73·1	Irvinestown,	66·4
Celbridge No. 1,	72·9	Kilkeel,	66·4
Thurles,	72·1	Ballymoney,	66·3
Ballymena,	71·6	Londonderry No. 2,	66·3
South Dublin,	71·5	Clifden,	65·7
Larne,	71·4	Birr No. 1,	65·6
Antrim,	71·3	Tanderagee,	65·4
Baltinglass No. 3,	71·	Athy,	65·1
Limerick No. 1,	70·9	Roscrea No. 2,	65·1
Moira,	70·9	Ballycastle,	65·
Croom,	70·7	Naas No. 2,	64·9
Newcastle,	70·7	Birr No. 2,	64·4
Hillsboro',	70·5	Cookstown,	64·4
Rathkeale,	70·3	Strabane No. 2,	64·4
Downpatrick,	70·2	Lisnaskea,	63·8
Naas No. 1,	70·	Strabane,	63·8
Glin,	69·9	Gorey,	63·6
Roscrea No. 1 (including Town of Roscrea).	69·8	Enniskillen,	63·5
Lisburn,	69·7	Kilrush,	63·
Edenderry No. 2,	69·2	Enniscorthy,	62·8
Tipperary No. 2,	69·2	Dungannon,	61·9
New Ross,	69·	Clogher (excluding Ballygawley Dispensary District).	61·5
Killadysert,	68·9	Magherafelt,	61·4
Rathdown No. 2,	68·2	Tuam,	60·8
Armagh,	68·1	Limavady,	60·
Nenagh,	67·9	Dunfanaghy,	53·9
Cashel (deducting Killenaule Division).	67·6		

(*d.*) URBAN AREAS in which SCHOOL ATTENDANCE COMMITTEES did *not* exist on the 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Urban Area	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. o Pupils on Rolls.
Fethard,	77·3	Listowel,	71 5
Kells,	77·	Callan,	71·3
Newcastle, Co. Limerick,	77·	Ballyclare,	70·8
Balbriggan,	76·4	Youghal,	69·3
Armagh,	75·9	Bagenalstown,	69·
Sligo,	75·8	Edenderry,	69·
Roscommon,	75·7	Navan,	68·3
Bantry,	75·	Bandon,	68·2
Carrickmacross,	74·8	Boyle,	68·2
Westport,	74·2	Castleblayney,	68·2
Gilford,	73·9	Kilkee,	68·1
Monaghan,	73·5	Mallow,	68·
Rathkeale,	73·5	Ardee,	67·6
Dundalk,	73 4	Longford,	67·6
Drogheda,	72·8	Trim,	67·5
Keady,	72·8	Castlebar,	67·4
Dungannon,	72 6	Tuam,	67·1
Macroom,	72 6	Mullingar,	66·
Skibbereen,	72·6	Ballybay.	65 7
Antrim.	72·4	Loughrea,	65 3
Maryborough,	72 4	Granard,	64·6
Arklow,	72 1	Ballina,	57·6

(*e.*) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES did *not* exist on the 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils t› Average No. of Pupils on Rolls.
Charleville (including the Town of Charleville).	74 4	Lismore,	70·9
Castletown,	73·2	Tipperary No. 1,	70·9
Cork (including the Town of Passage West).	73·0	Skibbereen,	70·6
Carrick-on-Suir,	72 4	Mallow,	70 5
Kilbeggan,	71·6	Clonmel,	70·3
Youghal,	71·4	Edenderry No. 3,	70·3
Skull,	71·1	Slievemargy,	70·2
Clogheen (including the Town of Caher).	71·1	Idrone,	70·1
Dunshaughlin,	70·9	Midleton,	70
Kilkenny,	70·9	Fermoy,	69·9

(*c.*) Rural Districts in which School Attendance Committees did *not* exist on the 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls—*continued.*

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No of Pupils on Rolls.
Clonakilty,	69·8	Ardee No. 2,	65·3
Kinsale,	69·6	Drogheda No. 1,	65·3
Castlecomer,	69·5	Kenmare,	65·
Delvin,	69·5	Wexford,	64·8
Clonmel No. 2,	69·4	Coole,	64·7
Callan,	69·2	Newry No. 2 (including the Town of Bessbrook).	64·6
Slieveardagh,	69·2	Tralee,	64·6
Urlingford No. 1,	69·2	Ennis,	64·5
Baltinglass No. 1 (excluding the Dunlavin Division).	69·1	Killarney,	64·5
Limerick No 2,	69·	Macroom,	64·5
Bandon,	68·9	Mitchelstown (including the Town of Mitchelstown).	64·4
Bantry,	68·8	Athlone,	64·1
Youghal No. 2,	68·7	Ida,	64·1
Drogheda No. 2,	68·6	Ardee No. 1,	64·
Waterford No. 1,	68·6	Kanturk,	64
Athy No. 2,	68·2	Millstreet,	64·
Carrick-on-Suir No. 2,	68·2	Edenderry No. 1,	63·9
Carrick-on-Suir No. 3,	68·2	Scariff,	63·8
Cahersiveen (including the Town of Cahersiveen).	68·1	Dundalk,	63·3
Cashel—Killenaule Division,	68·1	Mountmellick,	63·3
Dingle,	68·	Tullamore,	63·3
Dunmanway,	67·9	Shillelagh,	63·
Navan,	67·5	Roscrea No. 3,	62·8
Waterford No. 2,	67·5	Trillick,	62·7
Mullingar,	67·4	Sligo,	62·5
Oldcastle,	67·3	Boyle No. 1,	62 3
Thomastown,	67·	Listowel,	62·3
Abbeyleix,	66·8	Ballyvaughan,	62·2
Ballymore,	66·8	Rathdrum,	62·2
Cloneygowan,	66·7	Gort,	61·8
Tulla,	66·7	Gortnahoe,	61·8
Dungarvan,	66·4	Glenties,	61·6
Ennistymon,	66·2	Ballymahon,	61·3
Trim,	65·8	Kells,	61·1
Kilmacthomas,	65·5	Oldcastle No. 2,	61·
Baltinglass No. 2,	65·4		

(c.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES did *not* exist on the 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No of Pupils on Rolls—*continued.*

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Dail Attendance of Pupils to Average No. Pupils on Rolls.
Carrick-on-Shannon No. 2,	60·7	Longford,	57·8
Inishowen,	60·3	Roscommon,	57·8
Galway,	60·2	Ballinasloe No. 1,	57·6
Londonderry No. 1,	60·2	Donegal,	57·1
Portumna,	60·2	Oughterard,	57·1
Cootehill,	60·1	Mohill,	57·
Carrick-on-Shannon No. 1,	60·	Mountbellew,	57·
Monaghan,	59·9	Belmullet,	56·9
Ballinrobe,	59·7	Letterkenny,	56·9
Claremorris,	59·7	Stranorlar,	56·9
Killala,	59·6	Dromore West,	56·5
Bailleborough,	59·4	Bawnboy,	56·4
Crossmaglen,	59·4	Enniskillen No. 2,	56·1
Athlone No. 2,	59·3	Clogher—Ballygawley Division.	55·7
Granard,	59·3	Belleek,	55·6
Manorhamilton,	59·2	Glennamaddy,	55·5
Newry No. 1,	59·2	Loughrea,	55·5
Omagh,	59·2	Mullaghoran,	55·4
Strokestown,	59·1	Boyle No. 2,	55·3
Ballyshannon,	58·5	Tobercurry,	55·3
Westport,	58·5	Milford,	55·
Cavan,	58·4	Swineford,	55·
Castlederg,	58·2	Castleblayney,	54·9
Carrickmacross,	58·	Castlebar,	54·5
Clones No. 2,	58·	Kinlough,	53·9
Clones No. 1,	57·9	Ballinamore,	53·1
Cootehill No. 1,	57·9	Ballina,	52·7
Castlerea,	57·8	Ballinasloe No. 2,	50·4

Pupils on Rolls on 31st December, 1906, according to Ages, Attendances, and Standards.

TABLE A.—Showing the AGES of PUPILS on 31st December, 1906.

PROVINCES AND COUNTIES.	Over 3 but under 5 years of age.	5 years but under 6 years.	6 years but under 7 years.	7 years but under 9 years.	9 years but under 11 years	11 years but under 14 years	14 years but under 15 years	15 years but under 16 years	16 years and above.	Total.
	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	
ULSTER.										
Antrim,	7,633	7,240	8,666	17,371	17,378	20,912	1,622	563	452	81,837
Armagh,	2,112	2,004	2,287	4,723	4,698	5,372	614	238	153	22,201
Cavan,	1,294	1,413	1,644	3,417	3,336	4,007	682	317	202	16,312
Donegal,	2,177	2,477	2,951	6,122	6,105	6,932	1,031	429	320	28,594
Down,	3,955	4,363	5,654	11,615	11,534	13,230	1,132	309	286	52,078
Fermanagh,	604	684	995	2,097	2,178	2,684	412	157	90	9,901
Londonderry,	1,647	2,030	2,335	5,121	5,163	5,710	719	247	208	23,180
Monaghan,	1,176	1,177	1,266	2,484	2,513	2,620	443	158	123	11,960
Tyrone,	1,905	2,023	2,336	4,982	4,931	5,690	814	315	198	23,194
Total,	22,503	23,411	28,134	57,932	57,836	67,157	7,519	2,733	2,032	269,257
Percentages,	8·4	8·7	10·4	21·5	21·5	24·9	2·8	1·0	·8	100·0
MUNSTER.										
Clare,	1,308	1,573	1,824	4,134	4,223	5,446	1,202	556	455	20,721
Cork,	5,580	5,874	6,527	13,264	13,366	16,321	2,870	1,270	919	65,991
Kerry,	2,213	2,469	2,996	6,352	6,457	8,314	1,729	883	599	32,012
Limerick,	2,217	2,033	2,303	4,640	4,603	5,802	1,217	595	458	23,868
Tipperary,	2,308	2,168	2,440	5,059	5,034	6,189	1,216	562	389	25,395
Waterford,	1,463	1,169	1,288	2,370	2,406	2,557	389	156	153	11,951
Total,	15,089	15,286	17,378	35,849	36,089	44,629	8,623	4,022	2,973	179,938
Percentages,	8·4	8·5	9·7	19·9	20·1	24·8	4·8	2·2	1·6	100·0
LEINSTER.										
Carlow,	463	506	636	1,304	1,254	1,377	219	107	71	5,937
Dublin,	6,082	5,604	6,411	11,901	10,802	12,434	1,443	486	480	55,643
Kildare,	729	742	859	1,760	1,809	2,016	272	89	65	8,341
Kilkenny,	1,275	1,150	1,291	2,556	2,504	2,981	465	195	150	12,567
King's,	706	766	906	1,899	1,906	2,413	388	159	89	9,232
Longford,	546	625	724	1,575	1,511	1,853	380	145	104	7,463
Louth,	1,013	948	1,005	1,918	1,956	2,041	305	121	72	9,379
Meath,	1,054	941	1,074	2,234	2,132	2,572	365	176	128	10,676
Queen's,	753	741	830	1,723	1,794	2,123	323	160	94	8,541
Westmeath,	840	865	899	1,962	2,029	2,573	421	182	114	9,885
Wexford,	1,096	1,099	1,371	3,064	3,015	3,547	482	188	113	13,975
Wicklow,	800	772	993	1,957	2,116	2,372	366	130	81	9,587
Total,	15,357	14,759	16,999	33,853	32,828	38,302	5,429	2,138	1,561	161,226
Percentages,	9·5	9·1	10·5	21·0	20·4	23·8	3·4	1·3	1·0	100·0
CONNAUGHT.										
Galway,	2,859	2,984	3,448	7,625	7,158	8,484	1,378	603	403	34,942
Leitrim,	957	1,082	1,302	2,601	2,705	3,281	585	288	180	12,981
Mayo,	2,830	3,066	3,669	7,460	7,637	9,051	1,576	679	376	36,344
Roscommon,	1,486	1,557	1,720	3,732	3,755	4,676	1,028	486	385	18,825
Sligo,	1,232	1,231	1,367	3,001	2,946	3,691	683	306	197	14,654
Total,	9,364	9,920	11,506	24,419	24,201	29,183	5,250	2,362	1,541	117,746
Percentages,	8·0	8·4	9·8	20·7	20·5	24·8	4·5	2·0	1·3	100·0
ULSTER,	22,503	23,411	28,134	57,932	57,836	67,157	7,519	2,733	2,032	269,257
MUNSTER,	15,089	15,286	17,378	35,849	36,089	44,629	8,623	4,022	2,973	179,938
LEINSTER,	15,357	14,759	16,999	33,853	32,828	38,302	5,429	2,138	1,561	161,226
CONNAUGHT,	9,364	9,920	11,506	24,419	24,201	29,183	5,250	2,362	1,541	117,746
ALL IRELAND,	62,313	63,376	74,017	152,053	150,954	179,271	26,821	11,255	8,107	728,167
Percentages to Total on Rolls,	8·6	8·7	10·2	20·9	20·7	24·6	3·7	1·5	1·1	100·0

TABLE B.—Showing the NUMBER of PUPILS on the ROLLS on 31st December, 1906, according to the Attendances made by them.

PROVINCES AND COUNTIES.	Under 50 Attend-ances.	50 but under 75 Attend-ances.	75 but under 100 Attend-ances.	100 but under 125 Attend-ances.	125 but under 150 Attend-ances.	150 but under 175 Attend-ances.	175 but under 200 Attend-ances.	200 Attend-ances and above.	Total.
	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	
ULSTER.									
Antrim	10,404	7,120	8,232	8,147	10,757	14,474	16,131	6,572	81,837
Armagh,	2,296	1,795	2,382	2,741	3,479	3,978	3,924	1,606	22,201
Cavan,	2,160	1,904	2,239	2,535	2,837	2,452	1,726	459	16,312
Donegal,	4,758	3,785	3,992	3,978	4,017	3,972	3,154	938	28,594
Down,	5,343	3,873	4,812	5,080	7,681	10,049	10,426	4,814	52,078
Fermanagh,	1,082	900	1,164	1,477	1,907	1,765	1,259	347	9,901
Londonderry,	2,703	2,111	2,604	2,893	3,559	3,870	3,866	1,574	23,180
Monaghan,	1,448	1,300	1,658	1,800	1,938	1,896	1,516	344	11,960
Tyrone,	2,944	2,322	2,801	3,201	3,785	3,862	3,215	1,064	23,194
Total,	33,138	25,110	29,884	31,912	39,960	46,318	45,217	17,718	269,257
Percentages,	12·3	9·3	11·1	11·9	14·8	17·2	16·8	6·6	100·0
MUNSTER.									
Clare,	1,827	1,596	2,265	3,025	3,833	4,079	3,305	791	20,721
Cork,	5,306	4,874	6,180	8,288	10,809	13,163	13,549	3,822	65,991
Kerry,	2,700	2,577	3,547	4,663	5,952	6,358	5,269	946	32,012
Limerick,	1,825	1,698	1,942	2,724	4,031	5,247	5,179	1,222	23,868
Tipperary,	1,951	1,790	2,375	3,071	4,202	5,387	5,040	1,579	25,395
Waterford,	1,140	946	1,122	1,496	1,924	2,326	2,423	574	11,951
Total,	14,749	13,481	17,431	23,267	30,751	36,560	34,765	8,934	179,938
Percentages,	8·2	7·5	9·7	12·9	17·1	20·3	19·3	5·0	100·0
LEINSTER.									
Carlow,	467	437	546	782	967	1,202	1,211	325	5,937
Dublin,	6,324	5,174	5,605	5,183	7,199	10,483	12,127	3,548	55,643
Kildare,	741	622	774	1,017	1,391	1,667	1,562	467	8,341
Kilkenny,	1,047	1,001	1,217	1,683	2,058	2,487	2,394	680	12,567
King's,	815	800	1,096	1,309	1,572	1,666	1,468	506	9,232
Longford,	1,034	828	1,050	1,196	1,169	1,018	839	329	7,463
Louth,	938	819	1,053	1,240	1,462	1,605	1,691	571	9,379
Meath,	1,064	896	1,085	1,452	1,791	1,877	1,928	583	10,676
Queen's,	756	814	1,067	1,225	1,365	1,538	1,356	420	8,541
Westmeath,	859	797	945	1,288	1,712	1,934	1,843	502	9,885
Wexford,	1,423	1,123	1,410	1,907	2,402	2,592	2,276	902	13,975
Wicklow,	1,015	865	981	1,273	1,531	1,661	1,667	594	9,587
Total,	16,483	14,176	16,929	19,555	24,619	29,670	30,367	9,427	161,226
Percentages,	10·2	8·8	10·5	12·1	15·3	18·4	18·8	5·9	100 0
CONNAUGHT.									
Galway,	4,227	4,077	5,012	5,937	5,971	5,179	3,612	927	34,942
Leitrim,	1,726	1,518	2,073	2,190	2,105	1,783	1,267	319	12,981
Mayo,	5,086	4,405	5,475	6,390	6,086	5,059	3,055	788	36,344
Roscommon,	2,592	2,251	2,737	2,978	3,059	2,631	1,981	596	18,825
Sligo,	1,867	1,638	1,970	2,257	2,371	2,113	1,832	606	14,654
Total,	15,498	13,889	17,267	19,752	19,592	16,765	11,747	3,236	117,746
Percentages,	13·2	11·8	14·7	16·8	16·6	14·2	10 0	2·7	100·0
ULSTER,	33,138	25,110	29,884	31,912	39,960	46,318	45,217	17,718	269,257
MUNSTER,	14,749	13,481	17,431	23,267	30,751	36,560	34,765	8,934	179,938
LEINSTER,	16,483	14,176	16,929	19,555	24,619	29,670	30,367	9,427	161,226
CONNAUGHT,	15,498	13,889	17,267	19,752	19,592	16,765	11,747	3,236	117,746
ALL IRELAND,	79,868	66,656	81,511	94,486	114,922	129,313	122,096	39,315	728,167
Percentages to Total on Rolls,	11·0	9·1	11·2	13·0	15·8	17·7	16·8	5·4	100·0

TABLE C.—Showing the NUMBER of PUPILS on the ROLLS on 31st December, 1906, according to Standards.

PROVINCES AND COUNTIES.	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.	6th Standard.	7th and 8th Standards.	Total.
	Total.	Total.	Total.	Total.	Total.	Total.	Total.	
ULSTER.								
Antrim,	38,099	10,707	9,948	8,821	8,397	4,149	1,716	81,837
Armagh,	10,146	2,868	2,821	2,455	2,258	1,211	442	22,201
Cavan,	6,654	2,260	2,302	1,859	1,739	1,284	214	16,312
Donegal,	12,978	4,028	3,838	3,068	2,552	1,642	488	28,594
Down,	23,942	6,791	6,535	5,751	5,309	2,879	871	52,078
Fermanagh,	4,024	1,379	1,441	1,135	1,070	678	174	9,901
Londonderry,	9,990	3,139	2,838	2,591	2,464	1,491	667	23,180
Monaghan,	5,183	1,548	1,555	1,402	1,170	808	294	11,960
Tyrone,	10,062	2,966	3,011	2,633	2,342	1,654	526	23,194
Total,	121,078	35,686	34,289	29,715	27,301	15,796	5,392	269,257
Percentages,	45·0	13·3	12·7	11·0	10·1	5·9	2·0	100·0
MUNSTER.								
Clare,	7,609	2,579	2,580	2,534	2,639	1,933	847	20,721
Cork,	28,074	8,452	8,008	7,242	7,405	4,584	2,226	65,991
Kerry,	13,568	4,152	3,957	3,587	3,670	2,232	846	32,012
Limerick,	9,812	2,985	2,810	2,558	2,717	1,933	1,053	23,868
Tipperary,	10,532	3,248	3,130	2,935	2,899	1,874	777	25,395
Waterford,	5,565	1,509	1,466	1,219	1,248	688	256	11,951
Total,	75,160	22,925	21,951	20,075	20,578	13,244	6,005	179,938
Percentages,	41·8	12·7	12·2	11·2	11·4	7·4	3·3	100·0
LEINSTER.								
Carlow	2,630	809	758	641	604	392	103	5,937
Dublin,	29,318	7,366	6,499	5,055	4,249	1,980	1,176	55,643
Kildare,	3,961	1,131	1,081	878	744	407	139	8,341
Kilkenny,	5,416	1,641	1,628	1,340	1,378	821	343	12,567
King's,	4,113	1,249	1,233	1,072	823	591	151	9,232
Longford,	3,183	1,013	982	853	732	558	142	7,463
Louth,	4,474	1,271	1,124	950	862	506	192	9,379
Meath,	4,698	1,391	1,383	1,149	1,126	740	189	10,676
Queen's,	3,675	1,156	1,085	969	931	526	199	8,541
Westmeath,	4,030	1,301	1,304	1,151	1,067	752	2·0	9,885
Wexford,	6,314	1,974	1,897	1,449	1,281	777	283	13,975
Wicklow,	4,289	1,344	1,255	1,079	917	571	132	9,587
Total,	76,101	21,646	20,229	16,586	14,714	8,621	3,329	161,226
Percentages,	47·2	13·4	12·5	10·3	9·1	5·4	2·1	100 0
CONNAUGHT.								
Galway,	15,555	4,909	4,575	3,915	3 427	1,963	598	34,942
Leitrim,	5,037	1,846	1,748	1,611	1,404	1,012	323	12,981
Mayo,	16,051	5,154	4,945	4,196	3,572	1,875	551	36,344
Roscommon,	7,502	2,516	2,495	2,191	2,244	1,497	380	18,825
Sligo,	6,132	2,011	1,856	1,749	1,494	1,059	353	14,654
Total,	50,277	16,436	15,619	13,662	12,141	7,406	2,205	117,746
Percentages,	42·7	13·9	13·3	11·6	10 3	6·3	1·9	100 0
ULSTER,	121,078	35,686	34,289	29,715	27,301	15,796	5,392	269,257
MUNSTER,	75,160	22,925	21,951	20,075	20,578	13,244	6,005	179,938
LEINSTER,	76,101	21,646	20,229	16,586	14,714	8,621	3,329	161,226
CONNAUGHT,	50,277	16,436	15,619	13,662	12,141	7,406	2,205	117,746
ALL IRELAND,	322,616	96,693	92,088	80,038	74,734	45,067	16,931	728,167
Percentages to Total on Rolls,	44·3	13·3	12·6	11·0	10·3	6·2	2·3	100·0

TABLE D.—CLASSIFICATION, by PROVINCES, of the PUPILS on the ROLLS of NATIONAL SCHOOLS on 31ST DECEMBER, 1906, according to AGES, ATTENDANCES, and STANDARDS.

AGES.

PROVINCES.	Over 3 but under 5 years of age.	5 years but under 6 years.	6 years but under 7 years.	7 years but under 9 years.	9 years but under 11 years.	11 years but under 14 years.	14 years but under 15 years.	15 years but under 16 years.	16 years and above.	Total.
	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	
ULSTER,	22,503	23,411	28,134	57,932	57,836	67,157	7,519	2,733	2,032	269,257
Percentage to Total on Rolls.	8·4	8·7	10·4	21·5	21·5	24·9	2·8	1·0	·8	100·0
MUNSTER,	15,089	15,286	17,378	35,849	36,089	44,629	8,623	4,022	2,973	179,938
Percentage to Total on Rolls.	8·4	8·5	9·7	19·9	20·1	24·8	4·8	2·2	1·6	100·0
LEINSTER,	15,357	14,759	16,999	33,853	32,828	38,302	5,429	2,138	1,561	161,226
Percentage to Total on Rolls.	9·5	9·1	10·5	21·0	20·4	23·8	3·4	1·3	1·0	100·0
CONNAUGHT,	9,364	9,920	11,506	24,419	24,201	29,183	5,250	2,362	1,541	117,746
Percentage to Total on Rolls.	8·0	8·4	9·8	20·7	20·5	24·8	4·5	2·0	1·3	100·0
ALL IRELAND,	62,313	63,376	74,017	152,053	150,954	179,271	26,821	11,255	8,107	728,167
Percentage to Total on Rolls.	8·6	8·7	10·2	20·9	20·7	24·6	3·7	1·5	1·1	100·0

ATTENDANCES.

PROVINCES.	Under 50 attend-ances.	50 but under 75 attend-ances.	75 but under 100 attend-ances.	100 but under 125 attend-ances.	125 but under 150 attend-ances.	150 but under 175 attend-ances.	175 but under 200 attend-ances.	200 attend-ances and above.	Total.
ULSTER,	33,138	25,110	29,884	31,912	39,960	46,318	45,217	17,718	269,257
Percentage to Total on Rolls,	12·3	9·3	11·1	11·9	14·8	17·2	16·8	6·6	100·0
MUNSTER,	14,749	13,481	17,431	23,267	30,751	36,560	34,765	8,934	179,938
Percentage to Total on Rolls,	8·2	7·5	9·7	12·9	17·1	20·3	19·3	5·0	100·0
LEINSTER,	16,483	14,176	16,929	19,555	24,619	29,670	30,367	9,427	161,226
Percentage to Total on Rolls.	10·2	8·8	10·5	12·1	15·3	18·4	18·8	5·9	100·0
CONNAUGHT,	15,498	13,889	17,267	19,752	19,592	16,765	11,747	3,236	117,746
Percentage to Total on Rolls,	13·2	11·8	14·7	16·8	16·6	14·2	10·0	2·7	100·0
ALL IRELAND,	79,868	66,656	81,511	94,486	114,922	129,313	122,096	39,315	728,167
Percentage to Total on Rolls,	11·0	9·1	11·2	13·0	15·8	17·7	16·8	5·4	100·0

STANDARDS.

PROVINCES.	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.	6th Standard.	7th and 8th Standards.	Total.
ULSTER,	121,078	35,686	34,289	29,715	27,301	15,796	5,392	269,257
Percentage to Total on Rolls,	45·0	13·3	12·7	11·0	10·1	5·9	2·0	100·0
MUNSTER,	75,160	22,925	21,951	20,075	20,578	13,244	6,005	179,938
Percentage to Total on Rolls,	41·8	12·7	12·2	11·2	11·4	7·4	3·3	100·0
LEINSTER,	76,101	21,646	20,229	16,586	14,714	8,621	3,329	161,226
Percentage to Total on Rolls,	47·2	13·4	12·5	10·3	9·1	5·4	2·1	100·0
CONNAUGHT,	50,277	16,436	15,619	13,662	12,141	7,406	2,205	117,746
Percentage to Total on Rolls,	42·7	13·9	13·3	11·6	10·3	6·3	1·9	100·0
ALL IRELAND,	322,616	96,693	92,088	80,038	74,734	45,067	16,931	728,167
Percentage to Total on Rolls,	44·3	13·3	12·6	11·0	10·3	6·2	2·3	100·0

TABLE showing, according to Provinces and Counties, the number of Pupils SCHOOLS which were attended by both

PROVINCES AND COUNTIES.	Total No. of Schools attended by both R.C. and Prot. Pupils.	SCHOOLS UNDER ROMAN CATHOLIC TEACHERS.							SCHOOLS UNDER	
		No. of Schools.	Pupils on the Rolls on 31st December, 1906.						No. of Schools.	Pupils
			R.C.	E.C.	Pres.	Meth.	Others.	Total.		R.C.
ULSTER.										
Antrim,	225	62	3,756	199	281	13	102	4,351	160	664
Armagh,	92	38	2,839	139	68	1	9	3,056	53	324
Cavan,	91	76	4,499	342	30	27	–	4,898	12	92
Donegal,	184	113	8,096	439	268	10	6	8,819	69	678
Down,	184	56	3,555	140	206	5	15	3,921	122	557
Fermanagh,	91	49	2,437	388	10	36	4	2,875	40	290
Londonderry,	145	52	2,977	111	278	7	4	3,377	90	718
Monaghan,	85	51	3,519	108	103	–	–	3,730	33	171
Tyrone,	204	103	5,523	453	292	48	10	6,326	96	853
Total,	1,301	600	37,201	2,319	1,536	147	150	41,353	675	4,347
MUNSTER.										
Clare,	48	47	4,755	114	3	–	–	4,872	1	3
Cork,	198	188	17,748	508	25	21	7	18,309	7	22
Kerry,	89	86	9,139	270	5	–	1	9,415	3	15
Limerick,	51	46	3,802	82	5	16	4	3,909	3	19
Tipperary,	99	92	7,882	262	28	5	7	8,184	6	33
Waterford,	29	26	3,705	52	1	–	5	3,763	3	15
Total,	514	485	47,031	1,288	67	42	24	48,452	23	107
LEINSTER.										
Carlow,	26	24	2,504	53	1	–	–	2,558	2	6
Dublin,	39	46	7,114	141	10	–	2	7,267	35	114
Kildare,	33	31	3,038	81	15	–	–	3,134	2	2
Kilkenny,	44	42	2,690	95	2	–	–	2,787	1	27
King's,	48	44	2,872	158	10	–	4	3,044	4	19
Longford,	34	33	2,646	75	3	2	2	2,728	1	36
Louth,	37	34	3,189	66	13	–	2	3,270	3	25
Meath,	51	45	2,742	112	6	–	–	2,860	3	8
Queen's,	38	35	2,759	126	7	–	–	2,892	3	5
Westmeath,	37	37	3,062	90	6	–	4	3,162	–	–
Wexford,	61	55	3,956	179	7	–	1	4,143	6	27
Wicklow,	35	30	1,802	124	4	–	1	1,931	5	41
Total,	533	456	38,374	1,300	84	2	16	39,776	65	310
CONNAUGHT.										
Galway,	85	83	8,521	224	20	1	9	8,775	2	3
Leitrim,	71	66	4,372	259	9	5	3	4,648	5	21
Mayo,	77	74	7,093	207	18	–	4	7,322	3	8
Roscommon,	51	49	3,682	144	18	–	5	3,849	2	23
Sligo	72	68	4,532	195	14	–	–	4,741	4	24
Total,	356	340	28,200	1,029	79	6	21	29,335	16	79
GROSS TOTAL,	2,704	1,881	150,806	5,936	1,766	197	211	158,916	779	4,843

of each Denomination on the Rolls on the 31st December, 1906, of 2,704 Roman Catholic and Protestant Pupils.

Protestant Teachers.					Schools under Roman Catholic and Protestant Teachers.							Provinces and Counties.
on the Rolls on 31st December, 1906.					No. of Schools	Pupils on the Rolls on 31st December, 1906.						
E.C.	Pres.	Meth.	Others.	Total.		R.C.	E.C.	Pres.	Meth.	Others.	Total.	
												Ulster.
4,922	9,077	436	489	15,588	3	215	298	379	52	34	978	Antrim.
1,955	1,335	317	72	4,003	1	31	18	25	–	1	75	Armagh.
381	55	26	5	559	3	174	33	66	4	–	277	Cavan.
991	1,458	65	12	3,204	2	90	9	65	1	–	165	Donegal.
4,267	6,692	512	525	12,553	6	258	170	152	7	8	595	Down.
1,691	104	187	5	2,277	2	60	106	3	13	–	182	Fermanagh.
1,522	3,108	85	145	5,528	3	89	14	40	–	–	143	Londonderry.
517	830	4	9	1,531	1	43	24	–	–	–	67	Monaghan.
2,072	2,200	251	107	5,483	5	284	108	95	5	–	492	Tyrone.
18,318	24,859	1,833	1,369	50,726	26	1,244	780	825	82	43	2,974	Total.
												Munster.
51	–	–	–	54	–	–	–	–	–	–	–	Clare.
367	17	36	14	456	3	194	107	10	26	17	354	Cork.
106	6	–	–	127	–	–	–	–	–	–	–	Kerry.
86	8	4	24	141	2	6	65	15	16	19	121	Limerick.
146	10	24	–	213	1	13	43	1	–	3	60	Tipperary.
78	19	4	8	124	–	–	–	–	–	–	–	Waterford.
834	60	68	46	1,115	6	213	215	26	42	39	535	Total.
												Leinster.
53	–	–	–	59	–	–	–	–	–	–	–	Carlow.
2,083	277	155	389	3,018	8	1,707	203	29	8	11	1,958	Dublin.
74	21	17	2	116	–	–	–	–	–	–	–	Kildare.
12	–	–	–	39	1	43	10	–	–	–	53	Kilkenny.
136	12	3	–	170	–	–	–	–	–	–	–	King's.
4	–	–	–	40	–	–	–	–	–	–	–	Longford.
36	30	2	–	93	–	–	–	–	–	–	–	Louth.
43	13	–	–	64	3	248	49	–	–	–	297	Meath.
92	–	–	–	97	–	–	–	–	–	–	–	Queen's.
–	–	–	–	–	–	–	–	–	–	–	–	Westmeath.
190	5	3	–	225	–	–	–	–	–	–	–	Wexford.
209	10	–	8	268	–	–	–	–	–	–	–	Wicklow.
2,932	368	180	399	4,189	12	1,998	262	29	8	11	2,308	Total.
												Connaught.
71	6	3	–	83	–	–	–	–	–	–	–	Galway
179	6	11	–	217	–	–	–	–	–	–	–	Leitrim.
51	35	–	–	94	–	–	–	–	–	–	–	Mayo.
41	3	–	2	69	–	–	–	–	–	–	–	Roscommon.
96	–	–	–	120	–	–	–	–	–	–	–	Sligo.
438	50	14	2	583	–	–	–	–	–	–	–	Total
22,522	25,337	2,095	1,816	56,613	44	3,455	1,257	880	132	93	5,817	Gross Total.

TABLE showing, according to Provinces and Counties, the number of Pupils on the Rolls on 31st December, 1906, of 5,892 Schools attended solely by Pupils of one Denomination.

PROVINCES AND COUNTIES.	Total Number of Schools.	Schools under Roman Catholic Teachers.		Schools Under Protestant Teachers.				
		Number of Schools.	No. of Pupils, all R. C.	No. of Schools	No. of Pupils—all Protestants.			
					E. C.	Pres.	Meth.	Others.	Total.
ULSTER.									
Antrim,	476	96	13,625	380	15,602	26,709	3,106	1,754	47,171
Armagh,	180	67	6,445	113	5,527	2,262	613	220	8,622
Cavan,	182	129	8,391	53	1,677	420	87	3	2,187
Donegal,	250	187	13,736	63	1,448	1,015	187	16	2,666
Down,	327	72	7,797	255	8,622	15,587	1,430	1,516	27,155
Fermanagh,	88	47	2,729	41	1,530	61	232	15	1,838
Londonderry,	151	56	6,217	95	3,118	4,403	186	208	7,915
Monaghan,	98	67	5,021	31	839	687	69	16	1,611
Tyrone,	157	67	5,529	90	3,009	2,022	161	114	5,306
Total,	1,909	788	69,490	1,121	41,372	53,166	6,071	3,862	104,471
MUNSTER.									
Clare,	216	209	15,651	7	107	32	-	5	144
Cork,	534	462	43,897	72	2,515	137	186	64	2,902
Kerry,	274	263	22,093	11	331	20	25	1	377
Limerick,	211	201	19,334	10	321	8	29	5	363
Tipperary,	223	204	16,402	19	493	11	22	10	536
Waterford,	112	103	7,782	9	236	20	21	5	282
Total,	1,570	1,442	125,159	128	4,003	228	283	90	4,604
LEINSTER.									
Carlow,	57	42	2,778	15	529	6	4	3	542
Dublin,	245	173	37,237	72	5,067	253	239	398	6,057
Kildare,	73	57	4,659	16	397	22	5	8	432
Kilkenny,	136	128	9,372	8	289	6	3	18	316
King's,	73	62	5,660	11	332	19	7	-	358
Longford,	75	61	4,188	14	446	24	20	17	507
Louth,	77	64	5,437	13	394	149	23	13	579
Meath,	117	105	7,130	12	302	18	5	-	325
Queen's,	81	62	4,838	19	637	43	33	1	714
Westmeath,	106	91	6,185	15	476	25	26	11	538
Wexford,	117	96	8,910	21	665	17	9	6	697
Wicklow,	99	63	5,920	36	1,294	54	91	29	1,468
Total,	1,256	1,004	102,314	252	10,828	736	465	504	12,533
CONNAUGHT.									
Galway,	334	327	25,856	7	166	41	21	-	228
Leitrim,	134	110	7,363	24	671	19	63	-	753
Mayo,	347	334	28,595	13	312	17	4	-	333
Roscommon,	200	194	14,717	6	159	21	3	7	190
Sligo,	142	119	8,979	23	649	108	43	14	814
Total,	1,157	1,084	85,510	73	1,957	206	134	21	2,318
GROSS TOTAL,	5,892	4,318	382,473	1,574	58,160	54,336	6,953	4,477	123,926

There are six schools with unmixed attendance which cannot be brought under the headings in this Table, viz.:—Ballymena Model B. (Antrim), with only Protestant pupils on the rolls but with both Protestant and R.C. teachers; Newtownstewart Model G. (Tyrone), with only Protestant pupils on the rolls, but with R.C teacher; Drumaness (Down), with only R.C. pupils on the rolls, but under R.C. and Protestant teachers; two schools, one in Dublin the other in Cork, with exclusively Jewish attendance, but under R.C. and Protestant, and R.C. teachers, respectively; and Donegal P.L.U. school, with 4 R.C. pupils, under Protestant teacher.

RULES AND REGULATIONS

OF

THE COMMISSIONERS

OF

NATIONAL EDUCATION

IN

IRELAND.

1906–7.

Rules and Regulations.

Changes in the Rules and Regulations of the Commissioners of National Education.

Rules in the Code of 1905 which are modified in the Code for 1906–7.	New, or modified, Rules in the Code of 1906–7.
5. * * *	5. * * *
1st. Vested schools, *of which there are two sorts, namely* :— (*a*) Those vested in the Commissioners; and (*b*) Those vested in trustees for the purpose of being maintained as National schools;	1st. Vested schools, *including* :— (*a*) Those vested in the Commissioners; and (*b*) Those vested in trustees, under *deeds to which the Commissioners are a party*, for the purpose of being maintained as National schools;
2nd. Non-vested schools, which *are the property of private individuals.*	2nd. Non-vested schools, which *include all other national schools.*
9. Visitors of all denominations *should* have free access * * * and *should* have full liberty * * * They should not interrupt * * *	9. Visitors of all denominations have free access * * * and have full liberty * * * They should not, *however*, interrupt * * *
20. Opportunities must be afforded to the pupils *in* all schools for receiving such religious instruction * * *	20. Opportunities must be afforded to the pupils *of* all schools for receiving such religious instruction * * *
26.	26. * * * * *In the case of the amalgamation of two or more schools under Protestant management, the schools so united come under rule* 25, *whether vested or non-vested.*"
49. Note 3. In the case of agreements entered into with *manual instructresses* * * *	49. Note 3. In the case of agreements entered into with *junior assistant mistresses* * * *
57.	57. Note. [New]. *In elementary evening schools the teachers may be either lay or clerical. See rule* 205 (*b*).
65. As a general rule, every school should be visited by the inspectors three times in each year. *One of the yearly visits must be for the annual inspection.*	65. As a general rule, every school should be visited by the inspectors three times in each year.
66. * * * with the local manager *in case they should have observed any violation of rule, or defects, or should consider it desirable to afford the manager information concerning the general state* of the school; * * *	66. * * * with the local manager *with reference to the general condition* of the school, * * *

Rules and Regulations.

Rules in the Code of 1905 which are modified in the Code for 1906–7.	New, or modified, Rules in the Code of 1906–7.
67. The inspectors should hold a *formal annual* inspection * * *	67. The inspectors should hold *annually a formal* inspection * * *
68. A formal *annual inspection* need not be held in the case of highly efficient schools * * *	68. A formal *inspection* need not be held *annually* in the case of highly efficient schools * * *
73. The teachers recognized in National schools are principal teachers, assistant teachers, junior literary assistants, industrial teachers, workmistresses, and *manual instructresses.*	73. The teachers recognized in National schools are principal teachers, assistant teachers, *junior assistant mistresses,* junior literary assistants industrial teachers, workmistresses, and *qualified extern teachers.*
	73. NOTE. *The teachers hitherto known as manual instructresses are now recognized as junior assistant mistresses.*
76. (*a*) and (*b*).	76. (*a*) and (*b*). NOTE. [NEW]. *All candidates for positions as principals or assistants in infants' schools must be fully qualified in kindergarten. In the case of new appointments to schools in Irish-speaking districts, teachers are required to have an oral knowledge of Irish.*
76. (*b*). (5.) *Manual instructresses.*	76. (*b.*). (5.). *Junior assistant mistresses.*
	76. (*c*). [NEW]. *Junior assistant mistresses are recognized in all schools, under the conditions as to average attendance laid down in ru es* 80, 82, 83, *and* 86 * * * *They are provisionally recognized on passing an examination held by the inspector, but for continued recognition they must also pass a special examination at the following Easter.*
76. (*c*).	76. (*d*)
76. (*c*). NOTE. This rule *comes into operation on the* 1*st April,* 1905, *and* applies to teachers appointed for the first time as principals after that date.	76. (*d*). NOTE. This rule applies to teachers appointed for the first time as principals after 1st April, 1905.
	76. (*e*). [NEW]. *Qualified extern teachers may be recognised in National schools with the approval of the Commissioners, to give instruction in certain subjects of the programme in which the ordinary teachers are not qualified.*

Rules in the Code of 1905 which are modified in the Code for 1906–7.	New, or modified, Rules in the Code of 1906–7.
80. Average Daily Attendance. — Assistants in addition to a Principal. 50 but under 95 — 1 95 „ 140 — 2 * * * *	80. Average Daily Attendance. — Assistants in addition to a Principal. 35 but under 50 — 1 (A Junior Assistant Mistress. 50 „ 95 — 1 95 „ 140 — 2 * * * *
(86). (*a*). In a mixed school under a master, when the *attendance warrants it*, an assistant mistress should be appointed unless a *manual instructress* is already recognized in the school.	(86) (*a*). In a mixed school under a master, when the *average* attendance *is at least fifty*, an assistant mistress should be appointed unless a *junior assistant mistress* is already recognized in the school.
(86) (*c*). It is desirable that the teachers of mixed schools, at which the average attendance of pupils is less than thirty-five, should be women. 86 (*b*). In a mixed school under a master, *when the average attendance does not warrant the recognition of an assistant mistress, a manual instructress* may be recognized to give instruction in needlework, kindergarten, hand-and-eye training, object lessons, and the ordinary work of the junior standards.	(86) (*b*). It is desirable that the teachers of mixed schools, at which the average attendance of pupils is less than thirty-five should be women, *but when a master is recognized as principa of one of these schools, a junior assistan mistress* may also be recognized, and paid under the provisions of rule 114 (*b*). 76 (*c*). *Junior assistant mistresses* are recognized * * * to give instruction in kindergarten, hand-and-eye training, object lessons, needlework (*to girls*), and the ordinary work of the junior standards.
86 (*d*). In order to assist in teaching junior standards in boys' schools, when the average attendance warrants the employment of an assistant, a mistress may be appointed.	Omitted. [See rule 127 (*b*).]
89 (*a*). The attendance of teachers at *public meetings or* meetings held for political purposes, * * *	89 (*a*). The attendance of teachers at meetings held for political purposes. * * *
89 (*b*). * * * employment, by the sheriff * * *	89 (*b*). * * * employment by the sheriff *or returning officer* * * *
92 (*d*.) Should the illness necessitate a longer absence from duty than one month * * * * *	(92 *d*). Should the teacher be absent from duty, through illness, for longer than a month *in any calendar year* * * * * *
92 (*f*.) In no case can continuous absence owing to illness be sanctioned for a longer period than six months, including vacations.	92 (*f*). Absence owing to illness cannot be sanctioned for more than six months continuously, including vacations, *or for more than six months in any calendar year.*

Rules in the Code of 1905 which are modified in the Code for 1906–7.	New, or modified, Rules in the Code of 1906–7.
94. I.	94. II.
94. II.	94. III.
94. III. *To avoid fairs, markets, and meetings—but above all political meetings of every kind ; to abstain from controversy ; to be imbued with* a spirit of obedience to the law and loyalty to the Sovereign ; *and to do nothing either in or out of the school which might have a tendency to confine it to any denomination of children.*	94. I. *To act in* a spirit of obedience to the law and of loyalty to the Sovereign.
109 (*c*). Assistant teachers who have been trained in a recognised Training College rank * *	109 (*c*). Assistant teachers who have been trained in a recognised Training College rank, *from the 1st April immediately preceding the date of the termination of their training course* * * * *
114. The *manual instructresses are* paid at the rate of £24 per annum for each quarter in which the average attendance of girls is *twenty or over.* If the average attendance of girls is less than twenty for any quarter, *manual instructresses are* paid for that quarter * * * *	114 (*a*). *In all schools having an average attendance of at least thirty-five pupils junior assistant mistresses* are paid at the rate of £24 per annum. (*b*). *In the case of a mixed school under a master where the average attendance is under thirty-five, full payment is made only* for each quarter in which the average attendance of girls is *at least twenty.* If the average attendance of girls is less than twenty for any quarter *the junior assistant mistress is* paid for that quarter * * * *
119. * * * * * Cookery (for girls), kindergarten (for infants).	119. * * * * * Cookery (for girls), *laundry work (for girls)*, kindergarten (for infants), *hygiene and temperance.*
120.	119 (*d*). 120. New rule regarding instruction in cookery and laundry-work.
121.	121. * * * *Efficient teaching of the bi-lingual programme is favourably considered in connexion with the increments and promotions of the teachers.*

Rules in the Code of 1905 which are modified in the Code for 1906–7.	New, or modified, Rules in the Code of 1906–7.
122. NOTE.	122. NOTE.
See the memorandum issued to the managers and teachers in March, 1904.	Omitted.
123. (Rules relating to payments for Extra or Optional branches.) Omitted.	123 (*a*). [NEW]. *If the circumstances of a school render it desirable that instruction should be given in any branch hitherto regarded as an extra subject, provision should be made whereby the subject may form part of the curriculum of the school. No additional remuneration (except for Irish) can, however, be given in such cases, but the increments of salaries and the promotion of the teachers to the higher grades depend in a large measure on the successful teaching of such branches.* (*b*). *In exceptional circumstances the Commissioners accept other approved subjects in lieu of these.* (*c*). *A course of mathematics is regarded as indispensable in all boys' schools (or in mixed schools under a master) with two or more teachers, and no such school can in future be regarded as doing really satisfactory work unless one or more of the mathematical subjects is efficiently taught.*
127 (*b*). Boys under *eight* years of age are ineligible for enrolment in a boys' school where there is not an *assistant mistress*, unless there is no suitable school under a mistress available in the locality.	127 (*b*). Boys under *seven* years of age are ineligible for enrolment in a boys' school where there is not a *mistress* unless (1). there is no suitable * school under a mistress available in the locality, *or* (2). *the probable effect of this rule will be the loss of an assistant teacher to the school.* *On the occurrence of a vacancy for an assistant a mistress should be appointed; otherwise no further exemption as regards the prohibition of the enrolment of boys under seven years of age can be granted.*

* A "suitable school" should be taken as meaning a school in which there is adequate accommodation of a satisfactory kind, in which the teaching of infants is efficient, and in which the teaching staff is of the same religious denomination as in the neighbouring boys school.

Rules in the Code of 1905 which are modified in the Code for 1906–7.	New, or modified, Rules in the Code of 1906–7.
127 (*c*). Except in the case of monitors * * * *	127 (*c*). Except in the case of monitors *or pupil teachers* * * *
127 (*d*). * * * age of a pupil, the decision of the inspector is final.	127 (*d*). * * * age of a pupil, a *registrar's or a baptismal certificate should be produced, otherwise* the decision of the inspector is final.
128 (*e*). * * * cookery, laundry work and wood-work * * * *	128 (*e*). * * * cookery, laundry work, *domestic economy* and wood-work * * * *
133 (*a*)	133 (*a*).
1. * * the monitor must not be employed in teaching for more than two hours in each day.	1. * * the monitor must not be employed in teaching for more than two hours in each day *during his period of service except in his final year, when he may be employed for three hours in each day.*
2. * * must be carefully instructed along with the pupils of the school * * *	2. * * must be carefully instructed along with the pupils of the school *or allowed to study by himself under the teachers' supervision* * * *
3. * * in each day on not less than five days of the week, or for half an hour a day on five days, and two hours on Saturdays.	3. * * in each *school* day of the week, or for half an hour in *each school* day, and two hours on Saturday
(*b*). * * specially fixed centres.	(*b*). * * specially fixed centres *or at Intermediate schools. Such instruction may be given in different subjects by different teachers, and should not be for less time than one hour a day.*
135.	135.

Average Attendance.	Monitors.
50 but under 95	1
95 „ 140	2
140 „ 185	3
185 „ 230	4
230 „ 275	5
275 „ 320	6
320 „ 365	7
and so forth.	

Average Attendance.	Monitors.
50 but under 85	1
85 „ 130	2
130 „ 175	3
175 „ 220	4
220 „ 265	5
265 „ 310	6
310 „ 355	7
and so forth.	

Rules in the Code of 1905 which are modified in the Code for 1906–7.	New, or modified, Rules in the Code of 1906–7.
136 (2).	136 (2) (*d*). [NEW]. *Her extra instruction is given at a special centre* [*rule* 133 (*b*)].
139. The candidates for monitorship must be not less than fourteen and not more than sixteen years of age on the 1st July, and they must answer satisfactorily in the sixth or higher standard in which they are presented. (See, however, rule 142).	139. The candidates for monitorship must be not less than fifteen and not more than seventeen years of age on the 1st July, and they must answer satisfactorily in the prescribed programme. Students who have passed in the junior or middle grade under the Board of Intermediate Education are eligible for appointment as monitors without undergoing further examination, *except in reading, needlework (for girls), and in any ordinary school subject in which the candidate did not pass at the Intermediate examination, should the Commissioners require it.*
142. Students who have passed in the junior or middle grade under the Board of Intermediate Education are eligible for appointment as monitors for a period of service of three years without undergoing further examination. Candidates for monitorship under this rule must be not less than fifteen and not more than seventeen years of age on the 1st July.	142. The Commissioners may appoint monitors under the former regulations in case sufficient candidates do not qualify under the new rules. The limits of age for such candidates are fourteen and sixteen, and the full period of service and training is five years.
141. The full period of service and training of monitors is *five* years.	141. The full period of service and training of monitors is *three* years.
143 (*b*). The annual examinations of the monitors in the prescribed courses *for their first, second, third, and fourth years of service*, are held in their schools, * * *	143 (*b*). The annual examinations of the monitors in the prescribed courses, are held in their schools *except in the final year*, * * *
144 (*a*). The *final* examination of monitors of the *fifth* year * *	144 (*a*). The examination of monitors of the *final year* * * *
144 (*b*). The monitors are *awarded annually* service marks * * examination held in the *fifth* year.	144 (*b*). The monitors are *annually awarded* service marks * * * examination held in the *final* year.

Rules and Regulations.

Rules in the Code of 1905 which are modified in the Code for 1906–7.	New, or modified, Rules in the Code of 1906–7.
147 (*a*). * * * due to exceptional causes. * * * *	147 (*a*). * * * due to exceptional causes. *The Commissioners may sanction the transfer of the monitor in such a case to another school.* * *
150 (*a*). The following is the scale of salaries for *ordinary* monitors :—	150 (*a*). The following is the scale of salaries for monitors :—
Boys. Girls. First year £5 £5 Second year £6 £6 Third year £8 £8 Fourth year £12 £10 Fifth year £18 £16	Boys. Girls. First year £10 £8 Second year £15 £12 Third year £20 £16
(*b*). The salaries of monitors appointed under rule 142 are the *same as those for ordinary monitors in their third, fourth, and fifth years.*	(*b*). For monitors appointed under the former regulations the scale is as follows :—
	Boys. Girls. First year £5 £5 Second year £6 £6 Third £8 £8 Fourth year £12 £10 Fifth year £18 £16
151. The same regulations * * apply to monitors in Model schools as to those in ordinary schools.	NOTE on p. 30. The same regulations * * * * apply to monitors *and pupil teachers* in model schools as to those in ordinary schools. *Pupil teachers in model schools may be appointed under the former regulations in the year* 1906, *but not subsequently.*
152. 153. 154. 155. 156. — Rules relating to pupil teachers in Model schools— omitted from 1906-7 code.	151. 152. 153. 154. 155. 156. 157. — New rules as to pupil teachers in all schools.
157.	Schedule VIII., p. 62.
158. * * a National school	158. * a National school *or schools* * *

Rules and Regulations.

Rules in the Code of 1905 which are modified in the Code for 1906–7.	New, or modified, Rules in the Code of 1906–7.
163 (*b*). * * * date of the examination, or are (2) *in their first or second year's course as* pupil teachers, *or in their fifth year's course* as monitors.	163 (*b*). * * * date of the examination, or are *in their final year* as pupil teachers or monitors.
177. *The pupil teachers and* teachers trained * * *	177 and NOTE. *Teachers trained* * *
The repayments must be made in accordance with the *Treasury rule, which is as follows* :—	The repayments must be made in accordance with *a scale sanctioned by the Treasury.*
(*a*.) *Pupil teachers, or those who have been so, for each* £26 *will have to pay* £8 13*s*. 4*d*., *or a less sum in proportion.* (*b*) Persons admitted as King's scholars to a Training College *will have* to repay the amount expended by the State upon their training. (*c*) The *sums to be severally* reducible by one-thirtieth for each year served, after the end of the training, in elementary schools for the poor."	Persons admitted as King's scholars to a Training College *are required* to repay the amount expended by the State upon their training. The *sum is* reducible by one-thirtieth for each year served, after the end of the training in elementary schools for the poor.
178.	179 (*d*). [NEW]. In the case of the amalgamation of two or more schools under Protestant management (1) where a substantial majority of the children belong to one denomination, the principal teacher must belong to that denomination, (2) where a substantial minority of the children belong to a denomination different from that of the principal teacher, an assistant teacher of the denomination of such minority must be appointed if the average attendance permits. (N.B.—The majority is determined by the average attendance of the preceding three years).
	(*e*). [NEW]. In the case of the amalgamation of two or more schools under Protestant management, it is desirable that the managers of the schools so united shall constitute a committee, with power to appoint a local correspondent.
180 * * * * certain subjects.	180. * * * * certain subjects *of the programme.*

Rules and Regulations.

Rules in the Code of 1905 which are modified in the Code for 1906–7.	New, or modified, Rules in the Code of 1906–7.
186. * * unless it shall be otherwise directed.	186. * * unless it shall be otherwise directed. *This rule does not apply to any boys' school the average attendance at which but for the operation of rule* 127 (*b.*) *would, in the opinion of the Commissioners, be over thirty.* [*For the special regulations as to the payment of the teachers where two separate boys' and girls' schools are amalgamated see schedule* III. (*b.*), *p.* 51]
200.	200. Added :—[NEW]. No grants may be claimed under these regulations on account of any student in respect of whom grants are claimable under the regulations of the Department of Agriculture and Technical Instruction for the administration of the Science and Art grants for schools other than day secondary schools.
202. * * * If a school meets less often * * *	202. * * * If, *through exceptional causes*, a school meets less often * * *
203 (*b*). * * * a *maximum* fee of 17*s.* 6*d.* or of 15*s.* * * * subjects specified as *advance courses.*	203 (*b*). * * * *a fee* of 17*s.* 6*d.* or of 15*s.* * * * subjects specified as *additional subjects in rule* 209 (a).
203 (*c*). * * * *The higher rate* is granted * * *	203 (*c*). * * * *Payment at the rate of* 17*s.* 6*d.* is granted * * *
208 (*b*). * * * The registers and rolls must be checked and certified in the schoolroom, *and* during the time of a meeting, by the manager or by some responsible person deputed by the manager or by the committee at least once a month.	208 (*b*). * * * * The registers and rolls must be checked and certified in the schoolroom during the time of a meeting, at least once a month, by the manager or by some suitable person deputed by the manager or by the Committee.
209. (*a*). Any of the subjects *specified in the programme for* day National schools—*except laundrywork and woodwork*—may be taught in evening schools *and* the following *advanced branches* :— * * * History (a period of)	209 (*a*). Any of the *elementary* subjects *taught in all* day National schools may be taught in evening schools, *together with* the following *additional subjects* :— * * * History *of Great Britain and Ireland* (a period of.)
209 (*b*). A *schedule* of the subjects * * * *	209 (*b*). A *syllabus* of the subjects * * * *
	214. (New regulations for the award of book prizes for proficiency in Irish).

NOTE.—For new rules making special provision for instruction in Irish in Schools and Training Colleges, see p. 127.

Rules and Regulations.

Correspondents are requested to attend to the following directions, viz. :—

(*a.*) To write at the head of any letter addressed to the Office, the name and roll number of the school referred to, its circuit, and the county in which it is situated.

(*b*). To make communications on different subjects in separate letters.

(*c.*) To state in every case the writer's post town ; and, in the case of persons whose names are not recorded as patrons or managers of schools, to give the name and address in full.

(*d.*) In replying to an official letter, to quote its number and date.

(*e.*) It is particularly requested that all letters may be written clearly, and on paper of foolscap size, or, at least, on large sized letter paper.

(*f.*) Letters or other communications addressed to the Secretaries, on the business of the Commissioners, need not be prepaid.

(*g.*) All letters and other communications, in any manner relating to the business of the Commissioners, or to the National schools, should be addressed to the Secretaries, and not to any other officer or person connected with the Commissioners. Such communications should be directed thus :—

The Secretaries,

Office of National Education,

Marlborough-street,

Dublin.

Rules and Regulations.

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RULES AND REGULATIONS

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

CHAPTER I.

Fundamental Principles of the System of National Education.

1. The object of the system of National Education is to afford combined literary and moral, and separate religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of His Majesty's Government, and of the Commissioners, that the clergy and laity of the different religious denominations should co-operate in conducting National Schools.

3. The Commissioners themselves, or their officers, must be allowed to visit and examine the schools whenever they think fit.

4. The Commissioners do not change any fundamental rule without the express permission of His Excellency the Lord Lieutenant.

CHAPTER II.

General Rules of the System.

5. The schools aided by the Commissioners are divided into two classes, viz. :—

1st. vested schools, including :—

(*a.*) those vested in the Commissioners ; and

(*b.*) those vested in trustees, under deeds to which the Commissioners are a party, for the purpose of being maintained as National Schools ;

2nd. non-vested schools, which include all other National schools.

Use of School-houses.

6. Vested school-houses must be used exclusively for the education of the pupils attending them, unless with the special approval of the Commissioners; but, on Sundays, they may be employed for Sunday schools, with the sanction of the patrons or local managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

7. In ordinary cases, no control is exercised by the Commissioners over the use of non-vested school-houses on Sundays, or before or after the school hours on the other days of the week, the control over such use being left to the patrons or local managers, subject to the limitations of rule 8, and to the interference of the Commissioners in cases leading to contention or abuse.

8. No political meetings can be held in school-houses, whether vested or non-vested; nor can any political business whatsoever be transacted therein. School-houses may, by Act of Parliament, be used as polling booths for the election of members of Parliament, and for elections under the Local Government (Ireland) Act, 1898, on the requisition of the sheriff or returning officer. The Commissioners do not sanction the use of school-houses for meetings called to support or discuss the claims of candidates for the office of district or county councillor under the Local Government (Ireland) Act, 1898.

Visitors.

9. Visitors of all denominations have free access to the school-rooms during the hours devoted to secular instruction, and have full liberty to examine the religious instruction certificate book, daily report book, and rolls (but they are not permitted to make extracts therefrom), to observe what books are in the hands of the children or upon the desks, what tablets are hung up on the walls, and what is the method of teaching. They should not, however, interrupt the business of the school by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either teachers or scholars from their usual business.

10. Should any visitor desire any information which may not be obtained by such an inspection, it is the duty of the teacher to refer him to the local manager of the school.

11. (*a.*) Every teacher is required to receive courteously visitors of all denominations, and to have lying upon his desk the school records which visitors are permitted to examine, including the daily report book, in which they may enter such remarks as they deem fit. (*b.*) The remarks entered by visitors in the report book must not be altered or erased; and the inspector is required to transmit to the Commissioners copies of any remarks which he may deem of sufficient importance to be made known to them.

12. Any school attendance officer appointed under the Irish Education Act, 1892, and duly authorized by his school attendance committee, must be permitted to examine at convenient times during school hours, the rolls, daily report book, and register book of any National school, and to make such extracts therefrom regarding the names, residences, and attendances of the pupils, and of the average daily attendance at the school, as he may require for the purpose of carrying out his duties under the said Act.

13. A school cannot be conducted in a place of worship; nor can the transfer of an existing school to a place of worship be sanctioned even for a temporary period.

14. When a school-room is structurally connected in any way with a place of worship, there must not be direct internal communication between the school-room and the place of worship.

15. No inscription can be sanctioned which contains the name of any religious denomination or which appears to imply that the school is conducted for the exclusive benefit of the children of any particular religious denomination.

16. No emblems or symbols of a denominational nature can be exhibited in the school-room during the hours of united instruction; nor can aid be granted to any school which exhibits on the exterior of the buildings any such emblems. Emblems or Symbols

17. No emblems or symbols of a political nature can at any time be exhibited in the school-room or affixed to the exterior of the buildings; nor may any placards whatsoever, except such as refer to the legitimate business of the school, be affixed thereto.

18. No school can be conducted as for a select class of children, and in no school can any children be kept apart from the ordinary pupils on the ground of the payment of school fees (where chargeable), or of the social position of their parents, as the Commissioners regard any such separation of one class of pupils from the rest of the pupils as inconsistent with the spirit of National Education.

19. The principles of the following lesson, or of a lesson of a similar import (if approved by the Commissioners), should be strictly inculcated, during the time of united instruction, and a copy of the lesson itself should be hung up in each school.

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii., v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded His disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for His murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend His religion to be forced on men by violent means. He would not allow His disciples to fight for Him.

If any persons treat us unkindly, we must not do the same to them; for Christ and His apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when He was reviled, reviled not again. (1 Pet. ch. ii., v. 23).

CHAPTER III.

Religious Instruction.

20. Opportunities must be afforded to the pupils of all schools for receiving such religious instruction as their parents or guardians approve.

21. Religious instruction must be so arranged (*a.*) that each school shall be open to children of all communions for combined literary and moral instruction; (*b.*) that, in respect of religious instruction, due regard shall be had to parental right and authority; and, accordingly, that no child shall receive, or be present at, any religious instruction which his parents or guardians disapprove; and (*c.*) that the time for giving religious instruction shall be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the school affords.

22. A public notification of the times for religious instruction must be inserted in large letters in the time table, and it is recommended that, as far as may be practicable, the general nature of the religious instruction shall be also stated therein. No other notification of the time and nature of the religious instruction may be exhibited in the school during the time set apart for literary instruction.

23. When the secular precedes the religious instruction, the teacher is required, before the commencement of the latter, to announce distinctly to the pupils that the time for religious instruction has arrived, and to put up, and keep up, during the period allotted for such religious instruction, and within the view of all the pupils, a notification thereof containing the words "Religious Instruction," printed in large characters, on the form supplied by the Commissioners. Similarly when the school commences with religious instruction, the teacher must put up and keep up the same notification.

24. When the secular precedes the religious instruction, there must be a sufficient interval between the announcement of the religious instruction and its commencement, and whether the religious or the secular instruction shall have precedence, the books used for the instruction which is first in order must at its termination be laid aside in the press or other place appropriated for keeping the school books.

25. In vested schools such pastors or other persons as shall be approved by the parents or guardians of the children, must have access to them in the school-room, for the purpose of giving them religious instruction there. The times appointed for such instruction should not interfere unduly with the other arrangements of the school.

26. In non-vested schools, the patrons or local managers determine whether any, and if any, what religious instruction shall be given in the school-room; but if they do not permit it to be given in the school-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the school, at reasonable times, for the purpose of receiving religious instruction elsewhere. In the case of the amalgamation of two or more schools under Protestant management, the schools so united come under rule 25, whether vested or non-vested.

27. (*a.*) The patrons and managers of all National schools have the right to permit the Holy Scriptures, either in the "Authorized" or "Douay" Version, to be read at the time or times set apart for religious instruction; (*b.*) and in all vested schools the parents or guardians of the children have the right to require the patrons and local managers to afford opportunities for the reading of the Holy Scriptures, in the school-rooms, under proper persons approved by the parents or guardians for that purpose. The Holy Scriptures.

28. The reading of the Holy Scriptures, either in the "Authorized" or in the "Douay" Version, the teaching of catechisms, public prayer, and all other religious exercises, come within the rules as to religious instruction.

29. (*a.*) Religious instruction, prayer, or other religious exercises may take place before and after the ordinary school business (during which all children, of whatever denomination they may be, are required to attend); and may take place at one intermediate time between the commencement and the close of the ordinary school business. (*b.*) No arrangement, however, can be sanctioned for religious instruction, prayer, or other religious exercises at an intermediate time in cases where it shall appear that such arrangement will interfere with the usefulness of the school by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any inconvenience.

(*c.*) The secular school business must not be interrupted or suspended by any spiritual exercise whatsoever, except as provided for above.

(*d.*) The Commissioners earnestly recommend that religious instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary school business; and (*e*) they further recommend that, whenever the patron or local manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children who, according to these rules, should not be present thereat.

30. The religious instruction of the children given in the school-room is under the control of the clergyman or lay person communicating it with the approbation of their parents. No liberty is given to any visitor, whether clergyman or other person, to interfere therewith, or to be present thereat.

31. No secular instruction, literary or industrial, can be carried on in the same apartment, during school-hours, simultaneously with religious instruction.

32. In the Model schools the Commissioners afford the necessary opportunities for giving religious instruction to the pupils by such pastors or other persons as are approved by their parents or guardians, and in separate apartments allotted for the purpose.

33. The religious denomination of each child attending the school must be entered in the register and roll-book supplied by the Commissioners.

34. The religious denomination should be ascertained from the parent (the father, if possible) or the guardian of the pupil, and should be entered in the register according to his wish.

Conscience Clause.

35. (*a.*) No pupil who is registered by his or her parents or guardians as a Protestant can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is a Roman Catholic; and (*b.*) no pupil who is registered by his or her parents or guardians as a Roman Catholic can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is not a Roman Catholic. (*c.*) And, further, no pupil can be permitted to remain in attendance during the time of any religious instruction to which his or her parents or guardians object. (*d.*) Provided, however, that in case any parent or guardian shall express a desire that the child should receive any particular religious instruction, and shall record such desire in the certificate book provided for that purpose in the school, this prohibition shall not apply to the time during which such religious instruction only is given.* (*e.*) The parent (the father if possible) or guardian must append his name or mark to the entry in the book, and the signing of this certificate must in all cases be the spontaneous act of the parent or the guardian of the pupil. (*f.*) The certificate book must not be removed from the school-room, and should be submitted to the inspector whenever he visits the school.

As some doubts have arisen as to the interpretation of the rule, attention is requested to the following note:—

> The object of the rule is more fully to carry out the general principles of the Commissioners, that no child should receive any religious instruction contrary to the wishes of his parent. Accordingly, the rule first provides for the case where the teacher is a Protestant and the child a Roman Catholic, or *vice versa*. In this case the dissent of the parent is implied, and no religious instruction can be given to a child by a teacher of a different creed unless the parent expressly requests it. But where the teacher and the child are both Protestants, whether of the same denomination or of different denominations, the dissent of the parent is not implied. In this case religious instruction in the Holy Scriptures or in his own catechism may be given to the child unless the parent expressly forbids it. In each case, however, the assent or dissent, whether implied or expressed, may be modified by an entry, duly signed by the parent in the certificate book of religious instruction; but no pupil should be permitted to be present whilst instruction is being given in the catechism of a different persuasion from his or her own, without the express sanction of his or her parent or guardian written on the form provided.

The following is the form of certificate book:—

> *Roll No.,*——— *School,* ——— *County,* ———
>
> *Name of teacher who gives religious instruction,* ———
>
> *Religious denomination of do.,* ———

* Such expression of desire may at any time be revoked by the parent or guardian, and shall thereupon be regarded as withdrawn.

Rule 35—*continued.*

CERTIFICATE OF PARENT OR GUARDIAN.

[In case a parent or guardian should wish his child to receive religious instruction from a teacher who is of a religious denomination different from that of the child, or from a teacher who gives any religious instruction different from that which is in accordance with the creed of the child, the following certificate is appointed for use by such parent or guardian.]

I, (1)———, being the (2)——— of (3)———, who is registered by me as (4)——— in the school register of the (5)——— National school, hereby certify that it is my desire that the said (6)——— shall receive instruction in (7)——— during the time set apart for religious instruction.

Signature of parent or guardian, (8)————

Witness, if signed by "mark,"————

Dated——day of————, 19——.

(1) Insert the name of the parent or guardian who makes the certificate.
(2) Insert the relationship of the parent or guardian; as—"father," "mother," "aunt," &c.
(3) Insert the name of the pupil. (4) Insert the registered religion of the pupil.
(5) Insert the name of the National school. (6) Insert the name of the pupil again.
(7) Insert in full the nature of the religious instruction, as—The Holy Scriptures in the "Authorized" Version—The Roman Catholic catechism—The Protestant catechism, &c., &c. This is to be written by the parent or guardian; but in case the parent or guardian cannot write, it may be written by the teacher.
(8) The parent or guardian should here inscribe his or her name. If the parent or guardian be unable to write his or her name, he or she is to sign by mark; but this mark must be witnessed by some respectable third party.

CERTIFICATE OF TEACHER.

I hereby certify that before (1)————signed the above certificate, I read aloud to (2)———— the following rule of the Commissioners of National Education:—

"No pupil who is registered by his or her parents or guardians as a Protestant can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is a Roman Catholic; and no pupil who is registered by his or her parents or guardians as a Roman Catholic can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is not a Roman Catholic. And further, no pupil can be permitted to remain in attendance during the time of any religious instruction to which his or her parents or guardians object.

Provided, however, that in case any parent or guardian shall express a desire that the child should receive any particular religious instruction, and shall record such desire in the certificate book provided for that purpose in the school, this prohibition shall not apply to the time during which such religious instruction only is given.*

The parent (the father, if possible) or guardian must append his name or mark to the entry in the book, and the signing of this certificate must in all cases be the spontaneous act of the parent or the guardian of the pupil. The certificate book must not be removed from the schoolroom, and should be submitted to the Inspector whenever he visits the school."

And I further certify that I believe when the said (3)———— signed the above certificate (4)———— had a full apprehension of the meaning and force of the rule, and also of the true intent and object of the certificate.

Signature of Teacher, ————

Dated——day of ————, 19——.

(1) Insert the name of the parent or guardian. (2) Insert "him" or "her."
(3) Insert the name of the parent or guardian. (4) Insert "he" or "she."

* Such expression of desire may at any time be revoked by the parent or guardian, and shall thereupon be regarded as withdrawn.

Rule 35—*continued.*

CERTIFICATE OF INSPECTOR.

I hereby certify that I have examined the certificate of (1) ———— and also of the teacher (2) ———— above set forth, and that I am satisfied as to the genuineness of each.

Signature of Inspector,————

Dated——day of ————, 19——.

(1) Insert the name of the parent or guardian. (2) Insert the name of the teacher.

36. If any books other than the Holy Scriptures, or the standard books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each should be made known to the Commissioners whenever they deem it necessary.

37. The use of the tablet furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

CHAPTER IV.

PATRONAGE AND MANAGEMENT OF NATIONAL SCHOOLS.

38. The government of the schools is vested in patrons or local managers.

Patrons.

39. The person who applies in the first instance to place the school in connexion with the Commissioners is recognized as patron, unless it is otherwise specified in the application.

40. (*a.*) The patron may manage the school himself, subject to the regulations of the Commissioners, or may nominate any suitable person to act as local manager of the school.

(*b.*) The patron may, at any time, resume the direct management of the school, or appoint another local manager.

(*c.*) The local manager possesses all the powers of the patron, except that of appointing a manager.

Managers.

(*d.*) The local manager is the person who is charged with the direct government of the school, the appointment of the teachers, subject to the approval of the Commissioners as to character and general qualifications, and their removal, and the conducting of the necessary correspondence with the Commissioners.

(*e.*) A person, to be eligible for the position of local manager of a school, must be either a clergyman or other person of good position in society, must reside within a convenient distance from the school, and must undertake to visit the school frequently, and to check and certify the correctness of the school returns furnished to the Office of National Education.

(*f.*) Before finally sanctioning the appointment of any person as manager for the first time, the Commissioners require from him an undertaking in writing to have their rules and regulations complied with.

41. When a school is under the control of a school committee,* the school committee is the patron.

42. When a school is vested in trustees, the trustees are recognized as the patron.

43. When a school is vested in the Commissioners, the name of the patron or patrons is inserted in the lease.

44. (*a.*) If a patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Commissioners. (*b.*) If the patron refuses or neglects to exercise his power, the selection of a patron is made by the Commissioners.

45. In all cases the Commissioners reserve to themselves the power of determining whether the patron, or the person nominated by him, either as his successor, or as local manager, may be recognized by them as a fit person to exercise the trust.

46. (*a.*) The Commissioners reserve to themselves the power of withdrawing the recognition of a patron or of a local manager if he shall fail to observe their rules, or if it shall appear to them that the educational interests of the district require it. (*b.*) Such recognition cannot, however, be withdrawn without an investigation into the above matters held after due notice to the patron or local manager, and to all parties concerned.

47. (*a.*) In the case of a vacancy in the patronship by death, the representative of a lay patron, or the successor of a clerical patron, is recognized by the Commissioners (where no valid objection exists) as the person to succeed to the patronship of the school. (*b.*) If such representative, or clerical successor, refuses to accept, or is ineligible for the office of patron, the selection of a patron is made by the Commissioners.

48. When a school is under the patronage of joint patrons, of trustees, or of a committee, a local manager should be appointed by them.

Agreements with Teacher.

49. † The manager must enter into an agreement with the teacher in one of the forms provided by the Commissioners,‡ specifying the duties and emoluments of the teacher, and containing a proviso that the engagement is terminable on three months' notice given either by the manager, or by the teacher, but preserving to the manager the power of summary dismissal, subject to the following condition :—

> "In any case of summary dismissal the teacher is entitled to three months' grade salary,§ to be paid by the manager personally ; but if such dismissal is for sufficient cause, the teacher is not entitled to any compensation."

* "School committees" are distinct from "school attendance committees" under the Irish Education Act, 1892. See rule 179 (*e*) as to a school committee in the case of the amalgamation of schools under Protestant management.

† Rule 49 does not apply to temporary teachers, industrial teachers, or teachers not receiving salary directly from the Commissioners

‡ There are four forms of agreement, any of which may be used at the option of managers and teachers. For the forms of agreement, see schedule VII., p. 57.

§ In the case of agreements entered into with junior assistant mistresses, or other teachers not in receipt of grade salaries, the word "grade" should be omitted.

50. The Commissioners are the patron and manager of the Mode schools, and they appoint, transfer, and dismiss the teachers and other officers; regulate the course of instruction; and exercise the other powers of management through their inspectors.

51. For appointments of principals or assistants in Model schools candidates are invited by advertisement to submit their names—with statements of their qualifications—and a selection is made from such candidates after an examination of the reports of the inspectors and of other official documents.

52. (*a.*) The managers are required to notify without delay all changes of teachers to the Office of National Education, and to the inspector, and (*b.*) as a rule, no newly-appointed teacher is recognized in a school until the Commissioners are satisfied that the requirements of rule 49 have been complied with.

(*c.*) The appointment of teachers should be made from the first day of a quarter, and the managers are requested to discourage changes in the teaching staff except at the end of a quarter.

Vacation.

53. (*a.*) The managers may close their schools for the recognized vacations notified on the time-table. A period of eight weeks (forty school days) is the maximum vacation that can be taken in any year.

(*b.*) Should a manager close his school on any other school days, the Commissioners may refuse payment of salary for these days, unless they are satisfied that the school was closed for a reasonable cause. (See rules 92 and 129).

54. (*a.*) The managers should visit their schools frequently, and see that the rules of the Commissioners and the provisions of the time-table are adhered to, and that the attendance of pupils, receipt of school fees (where chargeable), &c., are accurately recorded, and should also make arrangements for holding periodic examinations, which may be conducted by the teachers of the school or other competent persons. (*b.*) It is open to the managers to furnish the Commissioners yearly with a confidential report on each school under their jurisdiction.

55. The Commissioners earnestly recommend to the attention of the managers the desirability

(*a.*) of making every school comfortable by being properly furnished, lighted, and ventilated, and duly heated in winter;

(*b.*) of providing a small library for each school, and a small museum of natural objects, furnished, as far as possible, by the pupils themselves;

(*c.*) of having a lavatory, and facilities for washing the hands and face, combing the hair, &c., wherever possible, but especially in schools situated in the poorer localities of the country;

(*d.*) of stimulating the school children to greater industry by a system of school prizes to be distributed, not only for literary attainments, but for regularity of attendance, personal tidiness, good conduct, and politeness.

56. The managers are required to comply with the regulations in schedule III., p. 51, respecting the payment of salaries, &c., to teachers.

CHAPTER V.

Different Kinds of Schools.

Ordinary National Schools.

57. The ordinary schools, whether vested or non-vested, are under local management, and are taught by lay* teachers approved by the Commissioners.

Model Schools.

58. The Model schools are conducted on the same fundamental principles as the ordinary National schools. They are of three classes :—viz. :—(*a.*) the central and other metropolitan Model schools, (*b.*) the district Model schools, and (*c.*) the minor Model schools. They have been built out of the funds placed by Parliament at the disposal of the Commissioners, and are under their exclusive control.

59. The chief objects of the Model schools are to promote united education, to exhibit to the surrounding schools the most improved methods of literary and scientific instruction, and to educate candidates for the office of teacher.

60. Except in the case of the Model schools in the central establishment in Marlborough-street, residence, fuel, and light are provided, or, in lieu thereof, in some instances allowances for house-rent, &c., are made to the head masters.

61. The central Model schools in Marlborough-street consist of three distinct departments, each under its own special organization, subject to such adjustments in respect of the staffs and pupils as the Commissioners may from time to time direct, and are designed to exhibit the most approved methods of conducting National schools, and to afford the King's scholars in training in the Commissioners' Training college an opportunity of practising the art of teaching daily under the professors of the Training college, and the teachers of the Model schools.

Convent and Monastery National Schools.

62. Convent and Monastery National schools, whether vested or non-vested, are regulated by the same rules as ordinary National schools, save so far as these rules are modified by the special rules relating to the qualifications and payment of teachers of Convent and Monastery National schools.

Workhouse and Fishery National Schools.

63. Workhouse schools and Fishery schools are recognized, and grants of books and requisites (only) are made to them, on condition that they shall be subject to inspection by the Commissioners or their officers, and that the fundamental rules of the Commissioners of National Education are faithfully observed in these schools.

* In elementary evening schools the teachers may be either lay or clerical. See rule 205 (*b.*).

CHAPTER VI.

Inspection of National Schools.

64. As the Commissioners do not undertake the direct control or regulation of any school, except their own Model schools, but leave all schools aided by them under the authority of the local managers, the inspectors may not give direct orders, as on the part of the Commissioners respecting any necessary regulations, but they should point out such regulations to the local managers of the schools.

65. As a general rule, every school should be visited by the inspectors three times in each year.

66. After each visit the inspectors should communicate with the local manager with reference to the general condition of the school, and they should make such suggestions as they deem necessary.

67. The inspectors should hold annually a formal inspection of schools whose work cannot be regarded as satisfactory, and they may hold a formal inspection of any school when such a test is thought desirable.

68. A formal inspection need not be held annually in the case of highly efficient schools or in the case of schools where the work, though not highly efficient, may be regarded as satisfactory.

69. The inspectors should not give any intimation of their intended visits, except when they propose to hold a formal inspection.

70. The inspectors should report to the Commissioners the result of each visit, and should furnish accurate information as to the observance of the Commissioners' rules, the sanitary condition of the school-room and premises, the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the school.

71. When applications for aid to establish schools are referred to the inspectors, they should have an interview with the applicants; and should also communicate personally, or by writing, with the clergymen of the different denominations, and, when necessary, with other influential persons in the neighbourhood, with the view of ascertaining their opinions, and whether they have any, and, if so, what objections to the application.

72. The inspectors should also supply the Commissioners with such local information as they may from time to time require, and should act as their agents in all matters in which they may be employed; but they are not invested with authority to decide upon any question affecting either a National school, or the general business of the Commissioners.

CHAPTER VII.

The Teaching Staffs of National Schools.

73. The teachers recognized in National schools are principal teachers, assistant teachers, junior assistant mistresses, junior literary assistants, industrial teachers, workmistresses,* and qualified extern teachers.

74. No clergyman of any denomination can be recognized as the teacher of a day National school.

75. (*a.*) A roll or register of National teachers is kept in the Office of National Education. This roll shows the grade, classification, qualifications, position in school, service, promotions, depressions, &c., of each teacher.

(*b.*) Teachers of exceptional ability and qualifications are eligible for appointment as sub-inspectors of National schools.

76. (*a.*) The following are eligible for appointment as principal teachers † :—

(1) ex-King's scholars who have been awarded the diploma ;

(2) persons already recognized as principal teachers ;

(3) fully certificated teachers under the English or Scotch Education Department.

(*b.*) The following are eligible for appointment as assistant teachers†:

(1) persons eligible for appointment as principal teachers ;

(2) persons who have been trained in recognized Training colleges ;

(3) monitors and pupil-teachers on completing their period of service and passing the King's scholarship examination ;

(4) graduates of a university on passing the test in practical teaching and such other subjects of the King's scholarship examination as are not covered by their university degrees ;

(5) junior assistant mistresses on passing the King's scholarship examination, provided (*a*) that they have given three years' service as manual instructresses or junior assistant mistresses, (*b*) that during that time their work has been very favourably reported upon by the inspector, and (*c*) that they have satisfied the inspector as to their skill and capacity in the practice of teaching.

(*c.*) Junior assistant mistresses are recognized in all schools, under the conditions as to average attendance laid down in rules 80, 82, 83,

*No new appointments of workmistresses, industrial teachers, or junior literary assistants are made. For the special regulations with regard to these classes of teachers see schedule II., p. 50.

The teachers hitherto known as manual instructresses are now recognized as junior assistant mistresses.

† All candidates for positions as principals or assistants in infants' schools must be fully qualified in kindergarten. In the case of new appointments to schools in Irish-speaking districts, teachers are required to have an oral knowledge of Irish,

Rule 76—*continued.*

and 86, to give instruction in kindergarten, hand and eye training, object lessons, needlework (to girls), and the ordinary work of the junior standards. They are provisionally recognized on passing an examination held by the inspector, but for continued recognition they must also pass a special examination at the following Easter. (For the programme see page 111).

(*d.*) Ex-King's scholars who have completed their course of training may be recognized provisionally as principal teachers, but if they fail to obtain their diplomas within the limit of five years, prescribed in rule 172, they cannot, as a rule, be recognized any longer as principal teachers.*

(*e.*) Qualified extern teachers may be recognized in National schools, with the approval of the Commissioners, to give instruction in certain subjects of the programme in which the ordinary teachers are not qualified.

77. Candidate teachers must furnish satisfactory evidence of age, and a medical certificate that they are of a sound and healthy constitution, and free from any physical or mental defect likely to impair their usefulness as teachers.

Age of Teachers on first appointment

78. (*a.*) All teachers must, on first appointment, be over 18 and under 35 years of age.

(*b.*) Teachers who have been continuously employed under educational authorities from the age of 35 years or under, may be admitted up to 45 years of age.

(*c.*) Such exceptions to the maximum age of 35 years will cease to be made if, at any time, the Lords Commissioners of His Majesty's Treasury give notice in writing to the Commissioners that the number of such exceptional admissions is becoming so great as to interfere with the calculations on which the solvency of the pension scheme under the "National School Teachers' (Ireland) Act, 1879," rests.

(*d.*) Teachers who interrupt their service and resume it after a period not exceeding 10 years, are not subject to disqualification on account of age at the date of resumption.

(*e.*) In the case of teachers whose service in National schools has been interrupted for a considerable time, the Commissioners determine whether they shall be recognized if re-appointed, and, if recognized, the rates of their incomes.

(*f.*) If the interruption has lasted upwards of ten years, they must qualify as teachers seeking first appointments under subhead (*b*).

(*g.*) Teachers who have received a retiring gratuity or a pension cannot be re-admitted to the service of the Commissioners.

Locum tenens,

79. A teacher qualified under rule 76 may be recognized as *locum tenens* for a period not exceeding three months pending the appointment of a permanent teacher, and may be paid for service at the rate of third grade salary or capitation salary as the case may be.

*** This rule applies to teachers appointed for the first time as principals after 1st April, 1905.**

80. The maximum staff of assistants which can be recognized in a school is set forth in the following scale :— Recognition of Assistants.

Average Daily Attendance.	Assistants in addition to a Principal.
35 but under 50	1 (a junior asst. mistress).
50 „ 95	1
95 „ 140	2
140 „ 185	3
185 „ 230	4
230 „ 275	5
275 „ 320	6
and so forth.	

81. In the Model schools the ratio between the staffs and the attendance of scholars is determinable by the Commissioners, who adjust, from time to time, the teaching staffs to the attendance of pupils as the circumstances of the Model schools seem to them to demand.

82. (*a.*) If a new assistant is appointed during the calendar year following a year of sufficient average attendance, he may be recognized from the date of commencing service, should the average attendance for the quarter in which he is appointed prove sufficient.

(*b.*) If a new assistant is appointed during the calendar year following a year of insufficient average attendance, he may be recognized from the date of commencing service, should the average for the calendar year and for the quarter in which he is appointed prove sufficient.

The provisions of this rule are not strictly enforced in the case of schools recently recognized.

83. (*a.*) The grant for an assistant teacher is not withdrawn until the end of two consecutive quarters of insufficient average attendance.

(*b.*) If the Commissioners are satisfied that the insufficiency of the average attendance has been due to epidemic disease or other exceptional cause, they may continue the grant for an additional period of insufficient attendance, which must not exceed two consecutive quarters.

(*c.*) The exceptional causes should be clearly stated in the manager's return for the second quarter of insufficient average attendance, and the claim for the continuance of aid should be sustained by medical or other certificates.

(*d.*) Assistants from whom salary has been withdrawn, on account of the insufficiency of the average attendance, cannot be again recognized except on the conditions laid down in rule 82.

84. In a rural school which maintains a sufficient average attendance only during some months of the year, a manager may appoint, with the sanction of the Commissioners, a person qualified under rule 76 to act as "temporary assistant," who is paid third grade salary for these months.

Temporary Assistant.

Teachers of Mixed Schools.

85. In mixed schools, *i.e.*, schools in which boys and girls are taught in the same rooms, the principal teacher, subject to the approval of the Commissioners, may be either a master or mistress, as the circumstances of the school may require. The sanction of the Commissioners should be obtained for the substitution of a master for a mistress, or *vice versa*.

86. (*a.*) In a mixed school under a master, when the average attendance is at least 50, an assistant mistress should be appointed unless a junior assistant mistress is already recognized in the school.

(*b.*) It is desirable that the teachers of mixed schools, at which the average attendance of pupils is less than thirty-five, should be women, but, when a master is recognized as principal of one of these schools, a junior assistant mistress may also be recognized, and paid under the provisions of rule 114 (*b.*).

87. (*a.*) A master, whether principal or assistant, is not recognized in a girls' school; nor is an assistant master recognized in any school under a mistress. (*b.*) A mistress is not recognized as principal of a boys' school unless the school is attended by infants only.

88. (*a.*) Teachers are not permitted to carry on, or engage in, any business or occupation that would impair their usefulness as teachers. They are strictly forbidden to keep publichouses, or houses for the sale of spirituous liquors, or to live in any such house.

(*b.*) Urban councillors, rural councillors, poor law guardians, members or officers of school attendance committees or of school committees, &c., cannot be recognized as National teachers.

Attendance at meetings held for political purposes.

89. (*a.*) The attendance of teachers at meetings held for political purposes, or the taking part in elections for members of Parliament, or for poor law guardians, &c., except by voting, is incompatible with the performance of their duties, and is a violation of rule rendering them liable to withdrawal of salary.

(*b.*) This rule does not prohibit their employment, by the sheriff or returning officer, as presiding officers or polling clerks, in polling booths at Parliamentary elections, or at elections held under the Local Government (Ireland) Act, 1898, the functions of such officers being purely executive and non-political.

90. Teachers whose schools have declined in usefulness and efficiency, or who have conducted themselves improperly, may be admonished, reprimanded, fined, depressed, or dismissed.

91. In the case of teachers from whom salary has been withdrawn, the Commissioners determine whether they shall be recognized if re-appointed.

92. (*a.*) For occasional brief absences of teachers owing to illness or other reasonable cause, the manager's statement may be accepted. Absences of Teachers.

(*b.*) In cases of more prolonged illness, one month's leave of absence is allowed, without stoppage of salary, on the production of a doctor's certificate. If two or more teachers are recognized, the responsibility for the school work in the absence of the principal devolves on the assistant, or first assistant, if more than one assistant is recognized.

(*c.*) When a school is closed, in consequence of the absence of a teacher from illness, for more than two days, the fact must be at once notified by the teacher to the manager and to the inspector. The manager should without delay make suitable arrangements for having the school business carried on during the teacher's absence. In such circumstances he may avail himself of the temporary services of a teacher from a neighbouring National school, with the consent of its manager. The arrangements thus made should be notified at once to the Commissioners through the inspector. Temporary service so given by teachers in schools different from their own counts as service in their own schools.

This regulation applies only to cases where a teacher is absent for a period not longer than a month.

(*d.*) Should the teacher be absent from duty, through illness, for longer than a month in any calendar year, salary, &c., cannot be paid for the additional period of absence unless a substitute, qualified under rule 76, is appointed.

(*e.*) A teacher absent on account of illness is responsible for the salary of his substitute, but it is desirable that it should be defrayed from local sources.

(*f.*) Absence owing to illness cannot be sanctioned for more than six months continuously, including vacations, or for more than six months in any calendar year.

(*g.*) Recurring absences of a teacher on account of illness for long or short periods are regarded as an impairment of the teacher's efficiency.

(*h.*) The Commissioners cannot, as a rule, recognize the service of a substitute for an absent teacher if the absence is due to any other cause than personal illness, or attendance at a recognized Training college, or at a special course of training approved by them. If a teacher is absent under medical authority, in consequence of infectious disease in his family, the services of a substitute may be accepted for a period, as a rule, not exceeding one month.

(*i.*) No member of the school staff can be allowed to absent himself from duty on vacation during the ordinary period of operation of the school.

93. In schools under the direct management of the Commissioners, the period for which salary, without deduction, may be allowed to teachers when absent owing to illness, &c., is determined by the circumstances of each case, and, if necessary, the Commissioners employ substitutes, and pay them for a limited period.

Practical Rules.

94. The following practical rules must be strictly observed by the teachers of National schools :—

I. To act in a spirit of obedience to the law and of loyalty to the Sovereign.

II. To keep the following tablets suspended conspicuously in their school-rooms, and to make themselves thoroughly acquainted with their contents :—(*a.*) The General Lesson, the principles contained in which should be inculcated on the minds of all the pupils at the time of combined ordinary instruction ; (*b.*) the time table ; (*c*) the practical rules for teachers ; (*d.*) the Ten Commandments (not compulsory) : (*e.*) the religious and secular instruction tablet ; also in pamphlet form (*f.*) the Commissioners' rules and regulations (*g.*) the notes for teachers, and (*h.*) the price list of books, requisites, and apparatus used in the school.

III. To exclude from the school, except at hours set apart for religious instruction, all catechisms and books inculcating peculiar religious opinions.

IV. (*a.*) To keep the register, report book, and rolls accurately, neatly, and according to the forms prescribed by the Commissioners ; and to enter or mark in the two latter, within the time prescribed by rule 128, each day, the number of children in actual attendance. (*b*). In case any child is obliged to go home after roll-call, except as provided in rule 128 (*d.*) and before the school is dismissed, the child should previously enter his name in the leave of absence book. Should the child be unable to write, the name should be written by another child, and not by any of the teachers. (*c.*) All attendances or half attendances that are incomplete [see rule 128 (*b*)] should be excluded from the calculation of average attendance. (*d.*) An absence mark once entered on the rolls must not be erased, cancelled, or altered in any circumstances whatever. (*e.*) The Commissioners also desire that immediately after roll-call the number present in each standard should be written in chalk in large figures on a black-board suspended in the school, and should not be rubbed off until next meeting. (*f.*) The teaching staff is required to be in attendance at the school half an hour before the time fixed on the time table for the commencement of school business in the morning, and where there is a separate afternoon meeting ten minutes before the commencement of that meeting.

V. To classify the children in accordance with the programme ; to study the school books ; to teach according to the approved methods, and to labour diligently to train up their pupils in each branch of knowledge to the degree of attainment or amount of proficiency prescribed for each standard in the programme.

VI. To observe and to impress upon the minds of their pupils, the great rule of regularity and order—a time and a place for everything, and everything in its proper time and place.

VII, To promote, both by precept and example, cleanliness, neatness, and decency. To effect this the teachers must set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their schools. They must also satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned and, when necessary, mended. The school apartments, too, must be swept and dusted every evening ; and whitewashed at least once a year. Should the Board of Public Works be engaged in repairing or improving a vested school, it is the duty of the teacher to facilitate their action in every way.

VIII. To pay the strictest attention to the morals and general conduct of their pupils, and to omit no opportunity of inculcating the principles of truth, honesty, and politeness, the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their pupils ; to treat them with kindness combined with firmness ; and to aim at governing them by their affections and reason, rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their pupils ; to discountenance quarrelling, cruelty to animals and every approach to vice.

Rule 94—*continued.*

XI. To have strict care over the pupils during the entire school time. The teachers should not, in any circumstances, allow the pupils out of the school ground beyond the limit over which official care of them can be efficiently exercised.* Where assistants are employed, they also are responsible for this duty.

XII. To record in the report book of the school all receipts of school-fees (where chargeable), subscriptions, &c., and the amount of all grants made by the Commissioners, as well as the purposes for which they were made, whether for salaries, premiums, or other payments; also the amount of school requisites, whether free grants or purchased requisites.

XIII. To take strict care of the free grants of requisites made by the Commissioners; to keep the school constantly supplied with school books and other requisites approved by the Commissioners. The teachers are strictly prohibited from using in their schools, any books, &c., not sanctioned under rule 124, and from making any advance on the prices in the list of books and requisites suspended in the school.

XIV. To give notice some days previously, to the inspector of the intended closing of a school for vacation or for any other purpose; and, when a teacher intends resigning or removing to another school, to intimate his intention to the inspector a month at least before his removal or resignation, in order that the latter may have an opportunity of visiting his school, and reporting upon the state of the premises, free equipment, school accounts, &c., &c.

XV. To attend to the ventilation of the school:—immediately after entering the room in the morning; at the time of roll-call; and at frequent intervals during the day. The ventilation can best be effected by lowering, where practicable, the upper part of the windows, so as to admit a thorough passage of air through the room. To see that the school-room is properly heated in winter.

95. (*a.*) The Commissioners, as a rule, do not correspond directly with the teachers of National schools. (*b.*) Official forms, however, may be forwarded direct to teachers from the Office of National Education.

96. (*a.*) Should a teacher have any well-grounded cause of complaint against his manager, he may submit a statement of the case to the inspector, who, after due inquiry, if necessary, refers it to the Commissioners for consideration. Teacher's Right of Appeal.

(*b.*) Should any teacher feel himself aggrieved by the conduct of the inspector, he can make his appeal through the manager of the school, and it will receive attention from the Commissioners.

(*c.*) If the matter of complaint should affect both the manager and the inspector, the teacher may then submit his case in writing to the Commissioners, who, if necessary, direct one of the chief inspectors to examine into and report upon it, for their information.

97. Untrained teachers are, at present, recognized as principal teachers of National schools conducted by members of the Presentation, Marist, Patrician, and Franciscan Orders of Monks, but no untrained principal in such schools can receive salary at a higher rate than that of third grade, unless he was recognized as a principal teacher in a National school before 1st April, 1900. Monastery Schools.

* See, however, rule 128 (*d*).

98. All monks who pass the King's scholarship examination, and who also pass the test in practical teaching conducted by one of the senior inspectors, are eligible, as untrained teachers, for the position of assistant in a Monastery National school, but not in an ordinary National school.

Convent and Monastery Schools.

99. (*a.*) In Convent and Monastery National schools, the members of the community may discharge the office of teachers, either exclusively by themselves, or with the aid of such lay persons as they may see fit to employ as assistants with adequate remuneration. (*b.*) In every case the Commissioners must be satisfied that the teaching staff is sufficient. (*c.*) None but teachers qualified under rule 76 can be recognized as lay assistants in Convent or Monastery National schools.

100. Teachers not qualified under rule 76 who were serving as lay assistants in such schools in July, 1890, and who are still serving in the same capacity, continue, as a rule, to be recognized, and if within the limits of age are eligible for admission to the King's scholarship examination, provided that they are recommended by the inspector.

101. 1.—In any Convent National school paid by capitation, the teaching staff is deemed sufficient if the number of recognized teachers, including members of the community engaged in teaching, in proportion to the average annual attendance, corresponds with the following scale, viz. :—

Under 50 pupils,	..	..	..	..	1	teacher.
50 but under 95 pupils,	..	..	..	..	2	teachers.
95	,,	140	..	..	..	..	3	,,
140	,,	185	..	..	..	..	4	,,
185	,,	230	..	..	..	..	5	,,
230	,,	275	..	..	..	..	6	,,
275	,,	320	..	..	..	..	7	,,

And so forth.

Lay Assistants.

2. Adequate remuneration for recognized lay assistants is fixed at a minimum of £30 per annum.

3. The privileges enjoyed by recognized lay assistants include :—

(*a.*) the recognition of their service as fulfilling the conditions required for a training diploma ;

(*b.*) the eligibility for a one-year's course of training ;

(*c.*) so far as may be necessary, the claim to have this service count towards obtaining the bonus granted under the Education Act, 1892, when appointed assistants ;

(*d.*) the recognition of their service in respect of claims for first appointment or re-appointment in the service of the Commissioners.

4. The Commissioners do not interfere with the discretion of the conductors as regards the employment of other lay assistants than those recognized by the Commissioners ; but the latter are not entitled to any of the privileges mentioned above unless qualified under rule 76, and paid not less than £30 a year.

5. All lay assistants acting as such on the 1st March, 1896, retain the privileges hitherto attached to that position.

CHAPTER VIII.

Gradation, Promotion, and Incomes of Teachers.

102. (*a.*) All principal and assistant teachers (except the teachers of Monastery and Convent schools which are paid by capitation) are divided into three grades—the first grade containing two sections.

(*b.*) Teachers recognized for the first time rank, on appointment, in the third grade.

(*c.*) The number of teachers recognized in each grade or section of a grade above the third grade is fixed from time to time by the Commissioners.

(*d.*) The Commissioners periodically fill vacancies in the first and second grades in accordance with the prescribed conditions.

103. (*a.*) Untrained teachers appointed for the first time, on or after the 1st April, 1900, are ineligible for promotion beyond the third grade, unless in exceptional circumstances and by the special order of the Commissioners.

(*b.*) Untrained teachers in the service before the 1st April, 1900, who, under the old rules, were eligible for promotion to the first class, continue to enjoy a similar privilege with regard to gradation.

(*c.*) Assistant teachers, trained or untrained, appointed for the first time, on or after the 1st April, 1900, are ineligible for promotion beyond the third grade, unless in exceptional circumstances and by the special order of the Commissioners.

104. (*a.*) Promotion from a lower to a higher grade, and from the second to the first section of the highest grade, depends on (i.) training; (ii.) position in school; (iii.) ability and general attainments; (iv.) good service; (v.) seniority.

(*b.*) No teacher of a school in which the average attendance for the preceding calendar year is under thirty is eligible for promotion to the second grade or for increment in that grade.

(*c.*) No teacher of a school in which the average attendance for the preceding calendar year is under fifty is eligible for promotion to the first grade or for increment in that grade.

(*d.*) No teacher of a school in which the average attendance for the preceding calendar year is under seventy is eligible for promotion to the first section of the first grade or for increment in that section.

(*e.*) The promotions of teachers date from the 1st April.

105. (*a.*) Teachers promoted from a lower to a higher grade receive on promotion the salary fixed for the grade to which they are promoted, but, as a rule, without any immediate addition of continued good service salary. Teachers must, as a rule, remain three years on the maximum of a grade before becoming eligible for promotion to a higher grade.

(*b.*) * Principal teachers who are out of employment for a time retain their grades, provided they obtain re-employment as principals within a year. If re-employed as principals at a later date, the Com-

* See also rule 78 (*d.*), (*e.*), and (*f.*).

Rule 105—*continued.*

missioners determine in what grade they should be recognized. Principal teachers if re-employed as assistants come under the rules applicable to assistants.

(*c.*) Principal teachers do not lose their grades on account of a decline in the average attendance at their schools, but their salaries may be reduced in accordance with the rules.

(*d.*) Teachers whose schools have declined in efficiency owing to their neglect of private study, may be re-examined as a test of fitness for continued recognition.

Incomes.

106. (*a.*) The incomes of teachers consist partly of local payments, but mainly of grants from the Commissioners.

(*b.*) The local payments comprise subscriptions, donations, and endowments, or school fees from pupils. In some instances residences are provided rent free.

(*c.*) Where school fees are chargeable to the pupils, the rates are fixed by the managers with the approval of the Commissioners, and cannot be altered except with their sanction [Irish Education Act, 1892, s. 18 (4) *]. Such fees are payable to the teachers as part of their emoluments in accordance with the terms of their engagements.

107. The incomes of teachers are their remuneration from the State for all work done during "school hours" as defined in rule 126, and for the extra instruction which the monitors, if employed, receive outside of school hours.

Grade Salaries.

108. (*a.*) Special rates of salary and of continued good service salary are fixed for each grade of teachers.

(*b.*) Awards of continued good service salary are made triennially to the teachers of schools with an average attendance of twenty pupils or above, when the work done in the school shows merit, and the general condition of the school is satisfactory.

(*c.*) The Commissioners reserve to themselves the right to alter the rates of grade salary and of continued good service salary from time to time with the approval of the Lords of His Majesty's Treasury.

(*d.*) The following are the rates of grade salary and of continued good service salary :—†

Grade.		Grade Salary.	Continued Good Service Salary—Triennial Increments.		Maximum Income exclusive of Residual Capitation Grant.
			Increments.	Number of Increments.	
		£	£		£
Men	III.	56	7	3	77
	II.	87	10	2	107
	I².	117	10	1	127
	I.	139	12	3	175
Women	III.	44	7	3	65
	II.	73	8	2	89
	I².	97	8	1	105
	I.	114	9	3	141

* See schedule VI. (5), p. 55.

† For the payments to the teachers of schools with an average attendance less than 20 pupils, see rule 115.

109. (*a.*) Assistant teachers recognized for the first time after the 1st April, 1905, are ineligible for increments unless they have been trained.

(*b.*) Bonuses, in addition to increments, are awarded to assistant teachers who are entitled to them under the Irish Education Act, 1892. The bonus is £9 for men and £7 10s. for women.

(*c.*) Assistant teachers who have been trained in a recognized Training college rank, from the 1st April immediately preceding the date of the termination of their training course, as "classed higher than third class" for the purpose of qualifying for bonus under the Irish Education Act, 1892. [See schedule VI., 9, p. 56.]

Residual Capitation Grant.

110. A portion of the total State grants available for the payment of teachers' incomes is allocated as an annual capitation grant (viz., the residual capitation grant) in accordance with the fourth schedule to the Irish Education Act, 1892.

111. For an average attendance of 60 pupils (3-15) and under, the principal teacher receives the whole of the residual capitation grant for the school.* When the average attendance is over 60, the grant is distributed between the principal and the assistants according to the following scale :—

Average Attendance of pupils (3-15.)	Number of Units of Residual Capitation Grant.					
	Principal	1st Asst.	2nd Asst.	3rd Asst.	4th Asst.	—
61–95	60	1-35	—	—	—	—
96–130	60	35	1–35	—	—	—
131–140	61–70	35	35	—	—	—
141–175	70	35	35	1–35	—	—
176–185	71–80	35	35	35	—	—
186–220	80	35	35	35	1–35	—
	And so forth					

Reduction of Salaries.

112. (*a.*) The salaries of teachers of the first grade are not reduced on account of a decline in the average attendance, unless it is below thirty-five for one calendar year.

(*b.*) The salaries of teachers of the second and third grades are not reduced on account of a decline in the average attendance, unless it is below twenty for one calendar year.

(*c.*) The additions to salaries which have resulted from promotions or increments may not be retained on change of school, unless the average attendance at the new school is in accordance with the provisions of rule 104.

(*d.*) The salaries of teachers may be reduced at any time on account of inefficiency or other sufficient cause at the discretion of the Commissioners.

(*e.*) Assistants on promotion to principalships receive, as a rule, initial salaries equal to their salaries as assistants ; but if highly classed under the old rules, or if appointed to large and important schools, they receive special consideration.

* For special regulations in the case of boys' and girls' schools which have been amalgamated, see p. 51.

113. (*a.*) Principal and assistant teachers, whose salaries were fixed from 1st April, 1900, retain these salaries on change of school provided, (1) that the average attendance is sufficient under the rules to warrant the payment, and (2) that they are not reduced in rank by the change of school;

(*b.*) if the average attendance is not sufficient, or if the teachers are reduced in rank, they are awarded such lower incomes as the average attendance or their positions may warrant;

(*c.*) principal teachers whose incomes (exclusive of residual capitation grant) are higher than £175 (masters) or £141 (mistresses), retain their incomes on change of school, provided (1) that they are not reduced in rank, and (2) that the schools in which they are employed are similar in size and character to their former schools.

If these conditions are not fulfilled, the incomes of the teachers are determined by the Commissioners.

(*d.*) Assistant teachers whose incomes (exclusive of residual capitation grant) are higher than £86 (masters) or £72 10*s.* (mistresses), retain their incomes as personal so long as they remain assistants.

114. (*a*) In all schools having an average attendance of at least 35 pupils junior assistant mistresses are paid at the rate of £24 per annum.

(*b.*) In the case of a mixed school under a master where the average attendance is under 35, full payment is made only for each quarter in which the average attendance of girls is at least 20. If the average attendance of girls is less than 20 for any quarter the junior assistant mistress is paid for that quarter a capitation grant of 5*s.* for each girl in average attendance.

Small Schools.

115. (*a.*) The teachers of schools with an average attendance under 10 pupils, are paid a capitation grant of £1 15*s.* for each unit of average attendance and residual capitation grant if the schools are situated on the mainland; but if the schools are on islands remote from the mainland, the teachers may receive a capitation grant of £3 10*s.* for each unit of average attendance and residual capitation grant.

(*b.*) The teachers of schools with an average attendance of 10 to 19 pupils, are paid £44 per annum and residual capitation grant, but are not entitled to increments. It is desirable that the teachers of these schools should be women.

(*c.*) The masters of schools with an average attendance of 10 to 19 pupils are paid £56 per annum, and residual capitation grant, provided that they were appointed to these schools before the 1st April, 1900.

(*d.*) If a school aided under sub-head (*a.*) has an average attendance for any quarter of at least 10, the teacher is eligible for payment under the conditions laid down in sub-head (*b.*) for such quarter.

(*e.*) If the attendance at a school aided under sub-head (*b*) or (*c.*) falls below 10 for any quarter payment is made to the teacher for such quarter only at the rate prescribed in sub-head (*a.*) for small schools situated on the mainland.

(*f.*) No claim can be made in the case of schools aided under any sub-head of this rule on account of a reduction of the average attendance due to exceptional causes.

116. The teachers of the Model schools are paid under the same conditions as the teachers of ordinary National schools. Model Schools.

117. I. The teachers of Convent National schools, possessing the qualifications prescribed in rule 76, are paid at the same rates as the teachers of ordinary schools if the conductors so elect. Convent Schools.

II. Convent schools in which the teachers are not required to possess the qualifications prescribed in rule 76, receive grants according to the following rules :—

(*a.*) the conductors receive capitation grants. These grants (exclusive of the residual capitation grant) range between 25*s.* and 35*s.*;

(*b.*) the capitation grant may be increased or diminished by the Commissioners after consideration of the work done in the school;

(*c.*) every school having a capitation grant (exclusive of the residual capitation grant) less than the maximum capitation rate may reach this rate by triennial increments of 1*s.*;

(*d.*) these capitation rates, in addition to the residual capitation grant, include all payments from the State for work done during the ordinary school hours;

(*e.*) no Convent school paid by capitation grant, when aided for the first time, can be granted more than the 25*s.* rate, and the residual capitation grant;

(*f.*) in Convent National schools paid by capitation grant, if the average attendance in any quarter is seriously reduced owing to exceptional causes, payment of the capitation grant may be claimed on the actual average attendance for the corresponding quarter of the preceding calendar year. In such cases the manager should set forth clearly in a special communication the exceptional causes.

III. These conditions apply also to the Monastery National schools recognized previously to 1855; but aid is granted to other Monastery schools only on the same conditions as to ordinary National schools.

118. (*a.*) The salaries of teachers are payable and are remitted on the 15th day of January, April, July, and October, in each year, in cases where the school returns have been received in due time, and where there are no irregularities to be specially dealt with before payment. Should the 15th of the month fall on a Sunday, the salaries are issued on the 16th. Dates of payment of salaries.

(*b.*) Where the salaries are paid by quarterly payments, the computation for a broken period of a quarter is made with reference to the number of days in that quarter.

(*c.*) In case of change of teachers at the end of a month, should the first or last day of the month fall on a Saturday, or Sunday, or recognized holiday, the salary is allowed for such days.

CHAPTER IX.

Subjects of Instruction, Time-Table, School Year, and School Requisites.

Subjects of instruction.

119. (*a.*) The ordinary school subjects are :—(1.) English (including as sub-heads reading and spelling, writing, composition, and grammar), geography, arithmetic, singing, drawing, needlework (for girls), physical drill, manual instruction, object lessons and elementary science, cookery (for girls), laundry-work (for girls), kindergarten (for infants), hygiene and temperance.

The programmes of instruction may be found in schedule XVIII., pp. 77 to 107.

(*b.*) The managers are at liberty, subject to the recommendations of the inspectors, to adopt for the seventh and eighth standards the programmes issued by the Board of Intermediate Education as far as is indicated in schedule XVIII., p. 101.

(*c.*) Pupils over thirteen years of age, who have been enrolled in the seventh standard for one year, and who have, in the opinion of the inspector, attained to considerable proficiency in the courses of English, arithmetic, and geography, may be awarded a certificate of merit. For the form of the certificate see schedule X., p. 64.

(*d.*) The managers may, with the approval of the Commissioners, arrange the programmes of their schools so as to suit the needs of the localities in which the schools are situated.

120. (1.) Cookery and laundry-work should be taught as part of the ordinary school programme to girls enrolled in the fifth and higher standards when suitable provision for instruction in these subjects is available. Girls who have reached the age of eleven years may, if the manager so desires, attend the classes in cookery and laundry-work, even though they are enrolled in a lower standard than fifth.

(2.) A fee of five shillings may be earned in respect of each girl who is taught cookery or laundry-work in a National school, provided she has attended at least 50 per cent. of the meetings of the cookery or laundry class, but the fee cannot be paid for the same pupil for more than two years in cookery, nor for more than one year in laundry-work, and both fees cannot be claimed for the same pupil in the same year.

(3.) In order that the full fee may be earned for cookery or laundry-work in a girls' or mixed school the inspector must certify that suitable instruction is given in hygiene. For girls' and mixed schools, under two or more teachers, in which the members of the staff have received training in elementary science, a course of domestic science, including lessons on health and habits, must be included in the curriculum.

(4.) A special roll of the pupils receiving instruction in cookery or in laundry-work must be kept, and the attendance must be marked before the commencement of the lesson. A pupil must not receive credit for attendance at a lesson on any day on which she is not in attendance at the school throughout the entire day.

(5.) Instruction must be given for at least six months in the year. Each course must consist of at least thirty lessons, and each lesson must be of not less than one and a half hours' duration. The fee may be reduced or withheld if the proficiency is not satisfactory.

121. A bi-lingual programme (Irish and English) may be sanctioned in Irish-speaking districts or in localities where Irish and English are spoken. For the programme see schedule XVIII., p. 102.* Efficient teaching of the bi-lingual programme is favourably considered in connexion with the increments and promotions of the teachers.

122. (*a.*) The normal school year consists of forty-four weeks (220 school days), and all schools should be in operation for this period. School year.

(*b.*) The school year commences, in all schools, on the 1st July.

(*c.*) The promotions of pupils, revised programmes, and new time-tables should date from the beginning of the school year.

(*d.*) The "time table" must be kept constantly hung up in a conspicuous place in the school-room. The teachers are required to furnish copies of their time-tables to the inspectors within one month from the commencement of the school year.

123. (*a.*) If the circumstances of a school render it desirable that instruction should be given in any branch hitherto regarded as an extra subject, provision should be made whereby the subject may form part of the curriculum of the school. No additional remuneration (except for Irish*) can, however, be given in such cases, but the increments of salaries and the promotion of the teachers to the higher grades depend in a large measure on the successful teaching of such branches.

(*b.*) In exceptional circumstances the Commissioners accept other approved subjects in lieu of these.

(*c.*) A course of mathematics is regarded as indispensable in all boys' schools (or in mixed schools under a master) with two or more teachers, and no such school can in future be regarded as doing really satisfactory work, unless one or more of the mathematical subjects is efficiently taught.

124. (*a.*) No book can be used for the purpose of united secular instruction to which a reasonable objection might be entertained on religious or political grounds. School requisites.

(*b.*) The managers may, subject to the foregoing condition, select the books used in their schools for the purpose of secular instruction, but they are required to submit annually for the examination of the inspector the list of proposed books not later than three months prior to the commencement of the school year, and they must furnish a copy of any book which does not appear on the list authorized by the Commissioners, or of any new edition of a book already sanctioned. No new book can be used until the official approval has been notified to the manager.

(*c.*) The inspector should, in all cases of doubt, forward copies of the book or books in question for the consideration of the Commissioners, to whom an appeal lies in all cases.

* See the special provision for instruction in Irish, p. 127.

CHAPTER X.

School Meetings, Attendances, Average Attendance, and Enrolment of Pupils.

125. Not less than four hours a day [including intervals as specified at 128 (*c.*)] must be provided on the time table for ordinary secular instruction on at least five days in the week. The time for secular instruction may consist of a single meeting of at least four hours' duration, or of two meetings of at least two hours each, with an interval of not less than one hour between the meetings. The Commissioners decide in each case whether two separate meetings in a school day may be allowed, and if so, under what conditions.

School hours.

126. The term "school-hours" should always be understood to mean the entire time in each day, from the opening of the school to its closing for the dismissal of the pupils; or in schools having two meetings daily, the term means the entire time from the commencement to the close of each meeting.

Enrolment.

127. (*a.*) No child under three years of age can be enrolled as a pupil in any National school, and, as a rule, no pupil over seven years of age can, on admission to school, be enrolled in an infants' class. All pupils, both boys and girls, must be removed from infants' schools and from infants' departments of schools on the 1st July next following the completion of their eighth year.

(*b.*) Boys under seven years of age are ineligible for enrolment in a boys' school where there is not a mistress, unless

(1.) there is no suitable * school under a mistress available in the locality, or

(2.) the probable effect of this rule will be the loss of an assistant teacher to the school.

On the occurrence of a vacancy for an assistant a mistress should be appointed; otherwise no further exemption as regards the prohibition of the enrolment of boys under seven years of age can be granted.

(*c.*) Except in the case of monitors or pupil teachers, pupils cannot be retained on the rolls of day schools after reaching the age of eighteen.

(*d.*) In cases of question regarding the age of a pupil a registrar's or a baptismal certificate should be produced, otherwise the decision of the inspector is final.

(*e.*) In places to which the Compulsory Attendance Clauses of the Irish Education Act of 1892 apply, children not less than six nor more than fourteen years of age are bound to attend school; but if a child has passed the fifth standard, and is eleven years of age, he is not so bound.

* A "suitable school" should be taken as meaning a school in which there is adequate accommodation of a satisfactory kind, in which the teaching of infants is efficient, and in which the teaching staff is of the same religious denomination as in the neighbouring boys' school.

128. (*a.*) An "attendance" means presence at secular instruction during four hours. If the school meets twice a day, presence at secular instruction during two continuous hours counts as a "half attendance." Attendance
The calling of the rolls and the recording in the daily report book of the number present must be completed before the time prescribed for the commencement of the "attendance" or "half attendance." The "attendance" or the morning "half attendance" must commence not later than 10.30 a.m.

(*b.*) A pupil who at any meeting of the school does not remain under instruction until the conclusion of the time prescribed for the "attendance" or "half attendance," as the case may be, cannot claim credit for being present at that meeting, and the mark denoting an incomplete attendance must be made at once.

(*c.*) The minimum time constituting an "attendance" may include an interval for recreation of not more than ten minutes in a meeting of two hours, and of not more than half an hour in a meeting of four hours.

(*d.*) The teacher of any school, however, in which there is only one meeting a day, is at liberty, with the approval of the manager, to allow any pupil home for dinner during the time allowed for recreation, on the written application of the parent. The manager may withdraw the permission given in the case of any pupil at any time. No arrangement can be sanctioned by which the time for the secular instruction of any pupil is reduced below 3½ hours daily, exclusive of the dinner time. A separate folio of the roll book or a separate roll book must be provided, in which the names of such pupils shall be inscribed. If the pupil is late in returning, or does not return, credit can be given only for a "half attendance" on that day. [See under (*b*)].

(*e.*) The minimum time constituting an attendance may include

(1) any time occupied by instruction, given elsewhere than at the school, in cookery, laundry-work, domestic economy, and wood-work; but all such arrangements must first receive the sanction of the Commissioners;

(2) any time occupied by visits paid during school hours, under arrangements sanctioned by the Commissioners, to places of educational value or interest. The number of such visits for any year must, however, be strictly limited, and should not exceed twenty visits of two hours' duration for any particular pupil.

(*f.*) In the case of pupils enrolled in infants' schools or in the infants' classes in schools where senior classes are also taught, the minimum time constituting an "attendance" may be reduced from four hours to three, and the minimum time constituting a "half-attendance" may be reduced from two hours to one hour and a half, the same intervals being allowed for recreation as in (*c*).

129. (*a.*) The average daily attendance during any period (month, quarter, year), is the number found by dividing the total number of complete "attendances" made on the regular school days within the period, by the number of such school days, two "half attendances" counting as one complete "attendance." Average daily attendance.

(*b.*) When the average attendance exceeds an integer by a fraction of not less than .5, the latter counts as a unit. Thus 29.5 counts as 30.

Rule 129—*continued.*

(*c.*) The number of pupils present must be recorded every day in the roll book and report book, but when, owing to the severity of the weather or other exceptional cause, the number of pupils in attendance on any day or days is under one-third of the average attendance for the month in which the day or days occur, the attendance of such a day or days may be excluded from the calculation of the quarterly or annual average. The cause of such exclusion in each case should be recorded in the daily report book.

(*d.*) If a school has not been in operation for at least 200 days in the year a reduction in the grant is made unless, from some exceptional cause, it has not been possible for the school to be in operation for 200 days, in which case the Commissioners, on a proper representation of the circumstances, may make a proportionate reduction in this requirement. Excluded days cannot be counted as part of the required minimum of 200 days.

NOTE.—If a school is closed on account of epidemic or other unavoidable cause for x weeks, the number of days required will be

$$\frac{44 - x}{44} \times 200.$$

CHAPTER XI.

MONITORS AND PUPIL TEACHERS.*

130. The monitors are appointed by the Commissioners upon the recommendation of the inspectors, who select them by competitive examination, except as provided in rule 139.

131. The inspectors recommend candidates for monitorship only in schools in which the organization, methods of instruction, premises, furniture, apparatus and accommodation are satisfactory.

132. The inspectors confer with the managers and principal teachers of the schools as to the character and general suitability of the candidates whom they have selected, and they are prohibited from recommending candidates whom the managers disapprove of or to whom the teachers entertain a reasonable objection.

133. (*a.*) The inspector recommending the appointment of a monitor must certify that he has explained to the teacher—

1. that the monitor must not be employed in teaching for more than two hours in each day during his period of service except in his final year, when he may be employed for three hours in each day; †

* The same regulations as to appointment, qualifications, salary and period of service apply to monitors and pupil teachers in model schools as to those in ordinary schools. Pupil teachers in model schools may be appointed under the former regulations in the year 1906, but not subsequently.

† In the case of pupil teachers and monitors whose general education is provided for in neighbouring Intermediate schools the time during which they are required to teach in the National schools may, at the discretion of the manager, be limited to one hour in each day during the first year of service.

Rule 133—*continued.*

2. that the monitor must be carefully instructed along with the pupils of the school or allowed to study by himself under the teacher's supervision during the remainder of the daily school time;

3. that the monitor must receive extra instruction regularly in the monitorial course outside of school hours, for at least three-quarters of an hour in each school day of the week, or for half an hour in each school day, and two hours on Saturday;

4. that the principal teacher must preside over formal criticism lessons to be given by the monitors once in each week. (For the regulations regarding the manner of conducting criticism lessons see schedule IX., p. 63.)

(*b.*) The Commissioners are prepared to sanction arrangements made by the managers, under which monitors of different schools may receive their extra instruction at specially fixed centres or at Intermediate schools. Such instruction may be given in different subjects by different teachers, and should not be for less time than one hour a day.

134. The school for which a monitor is recommended must have had an average daily attendance of not less than fifty pupils for the preceding calendar year.

135. The maximum number of monitors that may be recognized in any school is set forth in the following table; but the Commissioners reserve to themselves the right to determine whether this maximum should be sanctioned:—

Average Attendance.	Monitors.
50 but under 85, ...	1
85 „ 130, ...	2
130 „ 175, ...	3
175 „ 220, ...	4
220 „ 265, ...	5
265 „ 310, ...	6
310 „ 355, ...	7
and so forth.	

136. A monitress is not recognized in—

(1) a boys' school, unless it is an infants' school or department under a mistress;

(2) a mixed school under a master, unless

(*a.*) she is a near relative of the teacher; or

(*b.*) a mistress is charged with her extra instruction or is always present at it; or

(*c.*) during the time of her extra instruction a respectable woman is present, or some other monitresses or girl pupils; or

(*d.*) her extra instruction is given at a special centre [rule 133 (*b.*)];

(3) any school in which there is not adequate provision for instruction in needlework.

137. The number of monitors being limited, the managers should understand that they have no claim to the appointment of monitors merely on the ground that the conditions specified in these rules have all been fulfilled.

138. The monitors are appointed, as a rule, from the 1st July in each year. Their service counts from that date, and all appointments are subject to the fulfilment of the conditions below specified as regards good conduct, efficient instruction, and maintenance of sufficient average attendance of pupils. If a monitor resigns or dies, or becomes disqualified, a successor may be appointed, but not later than the 31st December.

Qualifications.

139. The candidates for monitorship must be not less than fifteen and not more than seventeen years of age on the 1st July, and they must answer satisfactorily in the prescribed programme. Students who have passed in the junior or middle grade under the Board of Intermediate Education are eligible for appointment as monitors without undergoing further examination, except in reading, needlework (for girls), and in any ordinary school subject in which the candidate did not pass at the Intermediate examination, should the Commissioners require it.

140. The candidates for monitorship must furnish a registrar's certificate of the date of their birth, and a medical certificate that they are of a sound and healthy constitution, and free from any physical defect likely to impair their efficiency as teachers. (Pupils under sixteen years of age can obtain a registrar's certificate of date of birth for 6*d*.)

141. The full period of service and training of monitors is three years.

142. The Commissioners may appoint monitors under the former regulations in case sufficient candidates do not qualify under the new rules. The limits of age for such candidates are fourteen and sixteen, and the full period of service and training is five years.

Examinations.

143. (*a*.) The monitors must undergo a yearly examination in the prescribed courses. For the programmes see schedule XVIII., page 109).

(*b*.) The annual examinations of the monitors in the prescribed courses are held in their schools except in the final year, and on each occasion the monitors must exhibit to the inspector all the exercise books written by them in the course of the year, and the monitresses must also exhibit specimens of their needlework.

144. (*a*.) The examination of monitors of the final year is held at Easter in each year in the King's scholarship programme. (For the programme see schedule XVIII., p. 113.)

(*b*.) The monitors are annually awarded service marks which are added to the total obtained at the examination held in the final year.

145. The monitors who pass the King's scholarship examination, and who complete their service satisfactorily, are eligible for appointment as assistants (see rule 76) within three years from the termination of their service as monitors.

146. The attendance of monitors must be recorded daily on the rolls, and be included in calculating the average daily attendance of pupils.

147. (*a.*) If a school in which a monitor is recognized falls short of the requisite average daily attendance, salary, as a rule, is withdrawn from the end of the second quarter of insufficient average, unless the Commissioners are satisfied that the reduction has been due to exceptional causes. The Commissioners may sanction the transfer of the monitor in such a case to another school. The case of monitors whose final examination is approaching may be specially considered. (*b.*) The salary granted to a monitor may be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the monitor, or any other circumstance, render such a course desirable.

148. When a vacancy in a monitorship occurs, whether before or on the expiration of a monitor's term of service, it does not necessarily follow that a successor will be appointed.

149. A monitor cannot be transferred, even temporarily, to another school without the express sanction of the Commissioners; but where a girls' school or a mixed school is associated with an infants' school in the same premises, the monitors of each department may be permitted to devote a portion of their time to teaching and practising in the other department.

150. (*a.*) The following is the scale of salaries for monitors:—

——	Boys.	Girls.
	£	£
First year, ...	10	8
Second year, ...	15	12
Third year, ...	20	16

(*b.*) For monitors appointed under the former regulations the scale is as follows:—

——	Boys.	Girls.
	£	£
First year, ...	5	5
Second year, ...	6	6
Third year, ...	8	8
Fourth year, ...	12	10
Fifth year, ...	18	16

151. (*a.*) Pupil teachers are eligible for appointment in all schools which are officially recorded as, at least, "very good," and are appointed, as a rule, from 1st September. They are selected (as far as possible in order of merit) from students who have passed with honours in the junior or middle grade under the Board of Intermediate Education, and they must be not less than fifteen years of age, and not more than seventeen years on the 1st June preceding the date of their appointment. Candidates for pupil teacherships who have passed with honours in the senior grade may, however, be admitted up to eighteen years of age.

Rule 151—*continued.*

(*b.*) The managers who desire to have pupil teachers appointed to their schools should make application to the Commissioners not later than 1st July. Pupil teachers are, as far as possible, appointed to schools in the district in which they reside.

(*c.*) Pupil teachers, if appointed for three years, must not be employed in teaching for more than two hours in each day during the first year, and three hours in each day during the second and third years Those appointed for two years must not be employed in teaching for more than three hours in each day during their period of service.

152. The candidates for pupil teacherships should forward their applications to the Secretaries not later than 1st June, and if they are not already qualified under rule 151, they should intimate their intention of presenting themselves at the ensuing Intermediate examinations.

153. The period of service for pupil teachers is three years for those holding passes with honours in the junior grade, and two years for those holding passes with honours in the middle grade.

154. The candidates for pupil teacherships are required to furnish satisfactory evidence of age, a certificate of character from the clergyman under whom each has been brought up, and a medical certificate that they are of sound and healthy constitution, and free from any physical or mental defect likely to impair their usefulness as teachers.

155. Pupil teachers must at the end of each year of service pass a qualifying examination, conducted by the Board's inspectors, for retention during the following year. In lieu, however, of this qualifying examination they are allowed the option of presenting themselves for the Intermediate examinations.

155*a*. (*a.*) The examination of pupil teachers of the final year is held at Easter in the King's scholarship programme, and those who pass this examination and who complete their service satisfactorily, are eligible for appointment as assistants within three years from the termination of their service as pupil teachers.

(*b.*) Marks for good service are considered in connection with this examination.

157. The scale of salaries for pupil teachers is as follows :—

——	First Year.	Second Year.	Third Year.
	£	£	£
(1.) Pupil teachers who have passed with honours in the junior grade (Boys),	18	24	30
„ „ (Girls),	14	20	26
(2.) Pupil teachers who have passed with honours in the middle grade (Boys),	24	30	—
„ „ (Girls),	20	26	—

NOTE.—Rules 133 [except 133 (*a.*) 1], 136, 137, and 148 are also applicable to pupil teachers.

CHAPTER XII.

Training Colleges.*

158. (*a.*) A Training college is an institution for boarding, lodging, and instructing students who are preparing to become, or are already teachers in National or other Government elementary schools. It must include, within a convenient distance, a National school or schools, in which the students may learn the practical exercise of their profession.†

(*b.*) The session of a Training college opens at latest in the week commencing with the first Monday after the 10th September in each year.

159. (*a.*) A Training college must have adequate accommodation in dormitories, refectory, and lecture or class rooms for at least 50 students.

(*b.*) The manager or correspondent of a Training college must be either a clergyman or other person of good position in society.

(*c.*) The report upon an application for aid to a Training college must be made by one of the chief inspectors.

(*d.*) The Training colleges are placed under the charge of the chief inspectors.

160. No grant is made to a Training college unless the Commissioners are satisfied with the premises, management, and staff.

161. (*a.*) The Commissioners make grants to a college in Marlborough-street, Dublin, under their own management.

(*b.*) They also make grants to Training colleges under local management.

162. The provisions made for the training of teachers in Training colleges are as follows :— Courses of Training.

1. a one year's course of training, open to principal and assistant teachers ;

2. a two years' course of training open to pupil-teachers, monitors, and other suitable students approved by the Commissioners, and possessing the qualifications prescribed in the programme for the King's scholarship examination ; this course is also open to principals and assistants, instead of the one year's course, provided they shall have resigned their appointments before entering the Training college ;

* For the regulations regarding the Reid exhibitions and the prizes in Irish for King's scholars, see p. 52.

† The Commissioners also recognise the training given in the institutions of the Marist and Presentation Brothers, and grant diplomas to members of these Orders who have undergone the full course of training in the institutions, and who have subsequently given two years' satisfactory service in the schools of their Orders. These diplomas carry no claims for State aid of any kind, and are recognized only so long as the teachers holding them are employed in schools belonging to the respective Orders.

Rule 162—*continued.*

3. (*a.*) if during the attendance of a recognized teacher at any Training college for the one year's course, the local manager provides a substitute eligible for appointment as teacher under rule 76, the pay of the teacher from the Commissioners is continued. (*b.*) Substitutes make their own terms with the managers and the teachers for whom they act, as regards the remuneration for their services, and they have no claim on the Commissioners. (*c.*) The employment of a substitute for a teacher in training cannot be sanctioned for a longer period than twelve months, reckoned from the date of the teacher's leaving for the Training college.

Entrance Examination.

163. (*a.*) An examination of candidates in the course prescribed in the programme for the King's scholarship examination is annually held at Easter at each college, or in such other place as may be approved by the Commissioners.*

(*b.*) The authorities of each college, on their own responsibility, select the candidates for admission to the examination, subject to the condition that they are more than eighteen years of age on the 1st January next following the date of the examination, or are in their final year as pupil teachers or monitors. †

164. The authorities of any college must submit, on or before the 1st February in each year, for the approval of the Commissioners, a list of the names of the candidates for the entrance examinaton to be held at Easter. No application can be entertained unless all the preliminary regulations are complied with.

Qualification of Candidates.

165. (*a.*) The Commissioners may admit to the Marlborough-street college, and the authorities of the colleges under local management may admit to their respective colleges, subject to the approval of the Commissioners—

(1.) on examination any candidate who has been pronounced qualified in the course prescribed in the programme for the King's scholarship examination;

(2.) without examination, any National teacher who has not previously been trained and who wishes to enter the college for a year's training, in the course prescribed for students of the second year;

(3.) without full examination, graduates and under-graduates of a university, and persons who have passed the examinations in the middle or senior grade held by the Board of Intermediate Education within two years. (A one year's course is regarded as sufficient for graduates.)

All candidates referred to in sub-head (3.) must qualify in the subjects of the King's scholarship programme which are not covered by the special courses in which they have passed.

(*b.*) The authorities of each college arrange their own terms of admission.

* For programme, see schedule XVIII. p. 113.

† The maximum age on admission should not be such as to exclude the claim of the King's scholar for appointment as teacher after training under rule 78, which fixes 35 as the maximum age for such appointments.

Rule 165—*continued.*

(*c.*) Before candidates are admitted—

(1.) the medical officer of the college must certify the state of their health to be satisfactory, and that they are free from serious bodily defect or deformity; and

(2.) they must sign a declaration that they honestly intend to adopt and follow the profession of teacher in any institution referred to in rule 172.*

(*d.*) Such candidates when admitted are termed King's scholars.

(*e.*) A King's scholar is not eligible for employment in any capacity in a National school during the time which he may have contracted to remain as a student in a Training college, unless the Commissioners are satisfied that the infraction of the contract is justified by illness or other satisfactory cause.

Extern King Scholars.

166. The Commissioners recognize in the various colleges extern King's scholars, who attend the instruction given by the professors and teachers of the college, but who are not boarded or lodged on the premises.

These extern students must conform to all the regulations of the college, except such as relate to residence.

On these conditions extern King's scholars may be admitted to the annual examinations, and may obtain training diplomas.

167. The principals of the Training colleges have absolute power to require any King's scholar to discontinue his course of training during or at the end of the first year in certain circumstances.

168. For admission to the examination for entrance to the Marlborough-street Training college, candidates are selected by the Commissioners, and must produce certificates of good character. The candidates who pass the examination are chosen in order of merit.†

Examination of King's Scholars.

169. (*a.*) An examination of the King's scholars is held yearly in the month of July, at each of the Training colleges.

(*b.*) No candidates may be presented for examination except King's scholars in training, either as interns or as externs, throughout the college year.

170. At the end of their first year of residence, the two-year King's scholars must pass in the prescribed programme as a condition of being further retained in training.‡

171. (*a.*) The King's scholars must pass the final examination as a condition of being recognized as trained and of receiving the diploma.‡

* For the form of declaration see p. 60.

† (*a.*) The resident King's scholars are boarded and lodged free of expense out of the funds provided under rule 174.

(*b.*) There is a time set apart daily for the King's scholars to attend to their respective religious exercises, and every facility is afforded to clergymen to impart religious instruction to the King's scholars of their own flocks. On Sundays King's scholars are required to attend their respective places of worship; and a vigilant supervision is at all times exercised over their moral conduct.

‡ For the programme, see schedule XVIII., p. 117.

Rule 171—*continued.*

A King's scholar, however, who fails, may be allowed a second trial, on the recommendation of the principal, at the next following annual examination, on passing which the candidate is recognized as trained and as eligible to obtain the diploma on the usual conditions.

(*b.*) Graduates of a university need not present themselves for examination in such subjects as are covered by their university degrees.

Training Diplomas

172. A diploma is awarded to every ex-King's scholar who, having passed the final examination—

(*a.*) shall have served continuously for two years as a recognized teacher in a National school, and shall, during these years, have been favourably reported on by the Inspector; or

(*b*) shall have been reported by the proper department, in each case, to have completed a like period of good service as teacher in public elementary schools of Great Britain, in the Army or Navy, or in Poor Law schools, certified Industrial schools, or certified Reformatories in the United Kingdom.

If, however, the teacher has not qualified for a diploma within five years from the date of leaving the Training college, no diploma can, as a rule, be awarded.

173. Should King's scholars on the completion of training act as substitutes for teachers during the absence of the latter from their schools while in training, or be appointed as qualified lay assistants in Convent or Monastery National schools, the time so employed as substitutes or as lay assistants counts as part of the two years' probationary service for the diploma, if the service rendered is satisfactory.

Grants.

174. Grants for resident King's scholars are made to each college as follows :—

(*a.*) a fixed grant of £50 for each man in training for one year and of £100 for each man in training for two years;

(*b.*) a fixed grant of £35 for each woman in training for one year, and of £70 for each woman in training for two years;

(*c.*) in addition, a bonus of £10 for each man of the one year's course of training, and of £20 for each man of the two years' course of training, after two years' probationary service of a satisfactory character in the actual work of teaching; [see rule 172 (*a.*) and (*b.*)];

(*d.*) a bonus of £7 for each woman of the one year's course of training, and of £14 for each woman of the two years' course of training, after two years' probationary service of a satisfactory character in the actual work of teaching. [See rule 172 (*a.*) and (*b.*).]

(*e.*) the fixed grant to each college is paid as follows :—

An instalment of £12 (for men), or £8 (for women), is paid on 1st November, 1st February, and 1st May, for each King's scholar in residence for continuous training throughout the year The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Commissioners.

Rule 174—*continued.*

(*f.*) if these grants yield a surplus upon the certified expenditure, it may be applied to scholarships, prizes, the purchase of apparatus and educational appliances, or any other suitable purpose approved by the Commissioners.

(*g.*) should a King's scholar, owing to any exceptional cause, not complete a training session, the fixed grant is paid in proportion to the time of residence.

175. The accounts of a college must, at all times, be regularly posted up, and be ready for the inspection of the Accountant to the Commissioners, or other officer authorized by them.

176. Grants are made to the practising school or schools of a Training college on the same conditions as to other National schools, but teachers recognized in these schools prior to the 1st April, 1900, having scales of salaries better than those now fixed [see rule 108] are allowed to retain such scales as personal so long as they occupy the same positions as they did on the 31st March, 1900.

177. Teachers trained at the cost of the State must repay the cost of their training before they are allowed to enter the Civil Service. The repayments must be made in accordance with a scale sanctioned by the Treasury.*

CHAPTER XIII.

General Conditions for recognition of Schools as National Schools.

178. (1.) As conditions of aid the Commissioners must as a rule be satisfied—

(*a.*) that the school has been in actual operation for at least three months under a competent teacher and with a sufficient average attendance;

(*b.*) that the case is deserving of assistance, and that the school is required for the purposes of National Education;

(*c.*) that there is reason to expect that the school will maintain an average daily attendance of at least twenty pupils between the ages of three and fifteen years of age;

(*d.*) that such local provision will be made to supplement the teacher's emoluments from the Commissioners as they may deem necessary;

(*e.*) that the school-house is suitable, in good repair, adequately furnished, and provided with proper out-offices;

* Persons admitted as King's scholars to a Training college are required to repay the amount expended by the State upon their training. The sum is reducible by one-thirtieth for each year served, after the end of the training in elementary schools for the poor.

Rule 178—*continued.*

(*f.*) that neither the teacher nor the teacher's husband or wife nor any of their relatives, nor any other person in their interest, is the owner in whole or in part, or liable for the rent of the schoolhouse ;

(*g.*) that no near relative of the patron or local manager is a member of the school staff.

(2.) Before the Commissioners decide upon an application for aid they require from the inspector a report upon all the circumstances of the case.

Modified Grants.

179. (*a.*) In certain cases, namely, where the means of religious instruction are not attainable by the children of a particular denomination in any National school within reasonable distance from their homes, the Commissioners are prepared to make modified grants to schools in which the average daily attendance of pupils is less than twenty ; they, however, reserve to themselves the power in all cases of preventing the unnecessary multiplication of schools in any district.

(*b.*) When one or more schools under Protestant management and with Protestant teachers is or are in operation in any place, and with sufficient available accommodation for the Protestant children residing in the vicinity, the Commissioners decline to grant aid to any additional school under Protestant management and with Protestant teachers within a distance of less than two miles from any such school as described above, except under special conditions to be considered by the Commissioners, after due notice setting forth, as far as possible, the exceptional circumstances of the case. A similar rule applies in the case of schools under Roman Catholic management and with Roman Catholic teachers.

(*c.*) In the case of a vacancy in a school under Protestant management with an average daily attendance of under twenty-five and within two miles' distance of one or more schools under the management of any Protestant denomination, a new teacher must not be appointed until the Commissioners have considered a re-arrangement of the schools in the district. A similar rule applies in the case of schools under Roman Catholic management.

(*d.*) In the case of the amalgamation of two or more schools under Protestant management, where a substantial majority of the children belong to one denomination, the principal teacher must belong to that denomination.

(N.B.—The majority is determined by the average attendance of the preceding three years.)

Where a substantial minority of the children belong to a denomination different from that of the principal teacher an assistant teacher of the denomination of such minority must be appointed, if the average attendance permits.

(*e.*) In the case of the amalgamation of two or more schools under Protestant management it is desirable that the managers of the schools so united shall constitute a committee with power to appoint a local correspondent.

Nature of Grants.

180. The grants made by the Commissioners to schools consist of salary, continued good service salary, and capitation payments to the teaching staffs ; books, maps, charts, &c., to schools when first re-

Rule 180—*continued.*

cognized or when structurally improved at considerable local cost; and, generally, supplies of equipment for instruction in certain subjects of the programme.

181. When any school is recognized, the Commissioners require that the inscription "NATIONAL SCHOOL," shall be put up in plain and legible characters on a conspicuous part of the school-house, or on such other place as may render it conspicuous to the public. In vested schools a stone should be introduced into the wall having that inscription cut upon it. Inscription.

182. Persons desirous of obtaining aid from the Commissioners towards the support of a school, are furnished from the Office of National Education with the forms upon which their application must be laid before the Commissioners; and, as a general rule, grants of salary, &c., cannot commence from an earlier date than the first of the month in which such forms of application are returned to the Office.

183. The Commissioners reserve to themselves, in every case, the right to determine finally whether the payment of salaries or the grant of any other aid should be made in whole or in part, or be altogether withheld.

184. To warrant continuance of aid, the house and furniture must be kept in sufficient repair, and the school must be conducted in all respects in a satisfactory manner, and in accordance with the rules and regulations of the Commissioners.

185. When a school has been recognized as a school for boys or for girls solely, or as a mixed school, the sanction of the Commissioners must be obtained for a change from a boys' to a girls' school, or *vice versâ*, or to a mixed school, or from a mixed school to separate schools.

186. Separate ordinary schools for boys and girls adjoining or in close proximity, and under the same management, at one or both of which there is an average attendance of less than thirty, must be amalgamated on the retirement of either principal, unless for special reasons it shall be otherwise directed.* This rule does not apply to any boys' school the average attendance at which but for the operation of rule 127 (*b*) would, in the opinion of the Commissioners, be over 30.

187. In the case of applications for the recognition of boys' and girls' schools in the same locality in place of a mixed school, aid cannot be granted to separate schools unless there is satisfactory evidence that each school will have an average attendance of at least fifty pupils.

188. If the building in which a school is conducted is unsuitable, a new school to replace the old one should not be provided until the Commissioners shall have considered the question of its necessity, having regard to the school accommodation in the locality.

189. As a general rule, a National school, in order to continue to be recognised by the Commissioners, must have an annual average daily attendance of at least twenty pupils betwen the ages of three and fifteen years of age.

* [For the special regulations as to the payment of the teachers where two separate boys' and girls' schools are amalgamated see schedule III. (b.) p. 51.]

CHAPTER XIV.

Building, Furnishing, and Improvement Grants for School-houses, &c.

(Important changes in the system embodied in the rules in this chapter are at present under consideration.)

190. The Commissioners award aid towards building school-houses and providing suitable fittings and furniture, and for providing science laboratories, accommodation for instruction in cookery and laundry, workshops, &c., in certain cases. This aid is given for vested schools only.

Conditions of Grant.

191. Before any grant is made towards building a school-house, the Commissioners must be satisfied—

(*a.*) that a necessity exists for such a school;

(*b.*) that an eligible site has been procured;

(*c.*) that a proper lease of the site for the purposes of National Education shall be executed either to trustees, or to the Commissioners in their corporate capacity;

(*d.*) that whatever aid in addition to the grant is necessary for erecting the house and providing furniture, according to the approved plans and specifications, shall be supplied by local contribution; and

(*e.*) that when the school comes into operation such local aid shall be provided in supplement of the teacher's emoluments from the Commissioners as they may deem necessary.

192. In rural districts, if the proposed site for a school is within three statute miles by road of a vested National school, no grant is made, except in special circumstances.

193. (*a.*) The site should be healthy, with a supply of pure water conveniently near, should be easy of access, and must be approved by the Board of Public Works. (*b.*) As a rule, sites should not be less than a rood or thereabouts in extent, and for large schools a greater extent may be required. (*c.*) The Commissioners do not contribute towards the cost of obtaining sites.

194. In cases of applications for building grants for adjoining boys' and girls' schools, grants for separate schools can not be made unless there is an average attendance of at least 50 pupils in each school.

195. Although the Commissioners do not refuse aid towards the erection of school-houses on ground connected with places of worship, yet they much prefer that they should be erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground is selected as the site of a school-house, strict inquiry should be made whether any other convenient site can be obtained, and that the result shall be reported to them.

196. (*a.*) The school premises to be vested in the Commissioners must be held either in fee-simple, or at a nominal rent; (*b.*) those to be vested in trustees must either be held at a nominal rent, or must be indemnified by special sureties against any liability for rent; and (*c.*) the lease of premises not held in fee-simple must be for such a term as, in the circumstances, the Commissioners may deem necessary.

197. The Commissioners determine what amount of school accommodation should be provided in the proposed building; and the cost of the house, &c., is determined by the number of children which it is intended to accommodate. (For the special regulations concerning building, furnishing, and improvement grants, see schedule XV., p. 70.)

198. Loans for the erection of non-vested school-houses, Training colleges, and teachers' residences are made by the Board of Public Works on the recommendation of the Commissioners. Grants may also be made towards the erection of a teacher's residence. (For the special regulations see schedule XVI., p. 72, and schedule XVII., p. 74.) Loans.

199. Under the Irish Education Acts, 1892 and 1893, sites for school-houses or teachers' residences may be compulsorily acquired, under prescribed conditions.

CHAPTER XV.

Elementary Evening Schools.

200. The Commissioners consider applications for grants to evening schools from managers of National schools, committees, or other suitable persons, on condition that these schools shall not receive aid from any other public department for the same work, and that they shall be subject to the general rules of the Commissioners, except in so far as the general rules may be modified by these special rules.

No grants may be claimed under these regulations on account of any student in respect of whom grants are claimable under the regulations of the Department of Agriculture and Technical Instruction for the administration of the Science and Art grants for schools other than day secondary schools.

201. (*a.*) Evening schools must not meet before 4 p.m., except on Saturday, when the meetings must not take place before 2 p.m.

(*b.*) A meeting must be of at least two hours' duration.

(*c.*) The time of a meeting must be devoted exclusively to secular instruction.

202. There must be 70 meetings in a session to warrant the full payment of the fee allowed (see 203 (*b*)). If, through exceptional causes, a school meets less often, a *pro rata* payment may be made, provided that the total number of meetings is not less than 45. Only one session of an evening school can be held within twelve months, and only four meetings of a school can be held in any week.

203. (*a.*) The minimum average attendance entitling a school to the payment of the grant and to continued recognition is 10.

(*b.*) The average attendance is calculated by dividing the total number of complete attendances made by eligible pupils (rule 207) during the school session by the number of meetings. A pupil's attendances cannot be included in calculating the average attendance unless he has been present during at least 18 meetings of the class.

Rates of Fee. For each unit of the average attendance the manager or committee of the school may be allowed a fee of 17*s.* 6*d.* or of 15*s.* The rate of the fee may be reduced at the discretion of the Commissioners. No higher fee than 10*s.* is paid unless at least 25 per cent. of the pupils in attendance are successfully taught two or more of the subjects specified as additional subjects in rule 209 (*a.*)

(*c.*) The rate of the fee is determined as a rule by the report of the inspector on the school at the end of the session. Payment at the rate of 17*s.* 6*d.* is granted only where the report is specially satisfactory.

(*d.*) The payment of the grants is made after the end of each session.

Premises. 204. The school must be held in suitable premises having sufficient accommodation, suitably lighted and heated when necessary. Schools are not recognized in teachers' residences, nor if situated in remote places difficult of access from a public road.

Teachers. 205. (*a.*) The managers or the committees employ the teachers and arrange the amount of their remuneration.

(*b.*) The teachers may be persons (lay or clerical) over 18 years of age, approved as qualified by the inspectors. Teachers who have retired from the service on retiring allowances are not eligible as teachers of evening schools. A teacher of a day National school can be recognized as teacher of only one evening school. If his day school is not efficiently conducted, he cannot be recognized as a teacher of an evening school.

(*c.*) The Commissioners determine as to the adequacy of the staff. As a rule, no teacher in an evening school should have charge of more than thirty pupils.

206. As a rule, no evening school can be attended by pupils of both sexes. On the application of the manager leave may be given in exceptional cases for the attendance of both sexes at an evening school.

Pupils. 207. Persons over fourteen years of age, chidren excused from attendance at school under the provisions of the Irish Education Act of 1892, and children unable to attend day schools, are eligible as pupils of an evening school. No person can be recognized as a pupil of more than one evening school at the same time, nor can any pupil in actual attendance at a day National school be recognized as a pupil of an evening school for the purposes of payment. Persons not included in those defined as eligible pupils may attend evening schools, bu cannot be taken into account in the calculation of the average attendance.

208. (*a.*) A time table for each school must be drawn up and submitted for approval.

(*b.*) Registers and roll books, approved by the Commissioners, must be kept. The rolls must be completely marked before the termination of the first quarter hour of each meeting. The attendance mark must be cancelled if any pupil leaves before the end of a meeting. The registers and rolls must be checked and certified in the schoolroom during the time of a meeting, at least once a month, by the manager or by some suitable person deputed by the manager or by the committee. Time Table, Registers and Roll Books.

(*c.*) The school must be at all times open to inspection by the Commissioners or their officers.

209. (*a.*) Any of the elementary subjects taught in all day National schools may be taught in evening schools, together with the following additional subjects :— Subjects of Instruction.

Advanced arithmetic and algebra.
Geometry and mensuration.
Irish.
French.
Latin.
Shorthand and typewriting.
Elementary science.
Model drawing.
Geometrical drawing.
History of Great Britain and Ireland (a period of).
Cookery.
Book-keeping.

(*b.*) A syllabus of the subjects to be taught in each evening school must be submitted for approval at the commencement of the session.

(*c.*) At least two subjects should be taught in each evening school, but not necessarily at each meeting. Reading, writing, and arithmetic must be taught in every evening school to such pupils as are not already qualified in these subjects. No payment is allowed in respect of any pupil who is taught other subjects only, unless the inspector is satisfied that the pupil has a sufficient elementary knowledge of reading, writing, and arithmetic.

210. No political or polemical business, or business other than that laid down in the approved time table of the school, must be transacted during the time of meeting.

211. (*a.*) Evening schools must not be conducted for the private profit of the manager or committee. All the state grant must be expended on the schools and teachers.

(*b.*) The managers must submit a satisfactory return of the expenditure at the end of the school session.

(*c.*) The scale of fees (if any) to be charged to the pupils must be submitted to the Commissioners for approval.

212. Evening schools are supplied with books, &c., on the same conditions as day National schools.

213. (*a.*) The Commissioners may, whenever they think fit, withdraw their grants from any evening school.

(*b.*) The continuance of the grants depends on the observance of the foregoing conditions and on the nature of the inspector's report at the end of a school session.

214. In evening schools where Irish is successfully taught book prizes may be awarded to the pupils for proficiency in that subject on the conditions set forth in schedule XIX., p. 129.

P. E. LEMASS,
W. J. DILWORTH } *Secretaries.*

Office of National Education,
July, 1906.

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SCHEDULE I.

"Scripture Lessons" and "Sacred Poetry."

The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the schools, nor do they allow them to be read as part of the ordinary school business (during which all children of whatever denomination they may be, are required to attend) in any school attended by children whose parents or guardians object to their being read by their children.

In such cases the use of these books is prohibited except at times set apart for the purpose, either before or after such ordinary school business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the time-table of the school; that there shall be a sufficient interval between the conclusion of such ordinary school business and the commencement of such reading; and that the teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary school business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the school-room.

When using the "Scripture Lessons," the teachers are prohibited, except at the times set apart for religious instruction, from putting the children any other questions than those appended at the end of each lesson.

SCHEDULE II.

WORKMISTRESSES, JUNIOR LITERARY ASSISTANTS, AND INDUSTRIAL TEACHERS.

(No new appointments are made).

1. Workmistresses in the service on the 1st April, 1900, may continue to be employed for the purpose of giving instruction in needlework so long as

(1.) the average attendance of girls does not fall below 20 ; * †

(2.) a mistress is not employed in the school.

2. Workmistresses are required to attend for only two hours a day, and, if competent, they must assist the teachers generally in conducting the school during the time they are not employed in giving instruction in needlework.

3. Salary is withdrawn from junior literary assistants and workmistresses under the same conditions as those laid down in the case of assistants.

4. (*a.*) So long as an industrial teacher is employed in any school, such teacher is charged with the general supervision of the entire industrial education in the school, including the plain needlework, &c., prescribed in the programmes of the several standards, and is personally responsible for the efficient instruction and training of a special industrial class, composed of extern young women, and of such pupils as may have passed through the ordinary literary course of the school.

(*b.*) Each member of the special industrial class must be engaged in receiving industrial instruction daily for such time as in consideration of the nature of the industry pursued, may be deemed adequate.

(*c.*) The recognition of a special industrial teacher does not relieve the ordinary mistresses of the school from the obligation of giving efficient practical instruction, under the supervision of the special industrial teacher, in plain needlework, &c., to the pupils of the school.

(*d.*) To warrant the continued recognition of a special industrial teacher, there must be a separate workroom, suitably furnished, and used for the instruction of the special industrial class.

(*e.*) In every industrial department a separate roll book and separate daily report book must be kept for the special industrial class.

5. Industrial teachers in the service prior to the 1st April, 1900, having incomes from the State greater than those now fixed for junior assistant mistresses will retain such incomes as personal, so long as they may remain in their present schools.

* If an assistant master is employed in the school there must be an average of at least 70 to warrant the continued recognition of a workmistress.

† For workmistresses in the service on 1st October, 1898, the number which qualifies for continued recognition is 12 so long as they continue in the school in which they were then serving.

SCHEDULE III.

(*a.*) Regulations respecting Payments to Teachers.

1. The school returns furnished in connection with the claims for payment of salaries, must be examined and checked by the local manager, and the certificate printed at the foot of such returns must be signed by him without alteration.

2. If a manager finds it necessary to be absent from the locality for an interval, previously to his leaving some suitable person resident in the locality should be nominated for the approval of the Commissioners as "manager *pro tem.*" Otherwise, delays in the payment of salaries may take place.

3. Where the payment of the teacher's claim would otherwise be delayed owing to the illness, death, or removal of the recognized manager, or to other exceptional causes, the amounts due may be paid through the inspector, or through any respectable resident, approved by the Commissioners, who will undertake to certify and sign the usual returns to be furnished for the school.

4. Every claim for the salary must be signed by the teacher who is to receive the amount therein specified, and unless in exceptional circumstances it must also be certified by the manager of the school.

5. Whenever a manager advances money to a teacher on account of salary payable by the Commissioners of National Education, he should take a receipt for the same (stamped if the amount be £2 or upwards), stating that it is on account of such salary, in order to have a proper voucher to produce to the Office of National Education for repayment.

6. If a teacher leave a National school and authorize the manager or some other person to receive payment of money accruing to him from the Commissioners, such authority must be given in writing, or the amount will not be paid.

7. Incoming teachers receive salary only from the date of commencing duty, subject in regard to payment for days of current vacation, &c., to the decision of the Commissioners.

8. If a teacher die intestate, or if letters of administration be not taken out payment may be made to the next-of-kin on a declaration being made before a magistrate on a form that will be supplied to the applicant, that he or she is the next-of-kin and is entitled to receive any balance of pay awarded to the deceased, and, further, that the whole amount due to the deceased from public funds does not exceed £100.

(*b.*) Special regulations respecting payment to teachers of boys' and girls' schools which have been amalgamated.

Where two separate boys' and girls' schools are amalgamated and the principal of the separate girls' school is retained as assistant in the amalgamated school, grants for such assistant are available even though the average attendance should not be 50.

Salary is not withdrawn from the privileged assistant on account of insufficient average attendance.

The Residual Grant is distributed as follows :—

Principal (*i.e.* the School Master).	Privileged Assistant (*i.e.* the School Mistress)	II. Assistant.	III. Assistant.
1—60. (Boys only).	1—60. (Girls only).	1—35. of the remaining Boys *and* Girls.	1—35. &c., &c.

The privileged assistant receives a salary independent of Residual Capitation Grant not less than the salary which she was in receipt of as principal of the separate school before the amalgamation.

The principal teacher of the combined school is eligible for promotion and increments on the total average attendance of boys and girls.

SCHEDULE IV.

Premiums for Teachers, Reid Exhibitions and Prizes, and Prizes in Irish.

Carlisle and Blake Premiums.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National schools the interest accruing from the Private Bequests' Fund in premiums, to be called "The Carlisle and Blake Premiums." Teachers of Model schools, Convent schools, or other special schools are not eligible for these premiums.

2. The interest from the accumulated funds available for premiums will be distributed in premiums of £5 each—three for the most deserving principal teachers in each of the circuits every fourth year, upon the following conditions :—

(*a.*) that the average attendance and the regularity of the attendance of the pupils are satisfactory ;

(*b.*) that a fair proportion of the pupils have passed in the higher standards,

(*c.*) that, if a boys' or mixed school, taught by a master in a rural district, the elements of the sciences underlying agriculture are fairly taught to the boys of the senior standards ; and, if a girls' school (rural or town), needlework is carefully attended to ;

(*d.*) that the state of the school has been reported during the previous two years as satisfactory in respect of efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Commissioners' rules.

3. No teacher is eligible for a premium twice in succession.

4. The names of the teachers to whom premiums are awarded are published in the Annual Report of the Commissioners.

Marlborough-street Training College.

Worship Premiums.

The annual interest on £100, bequest of the late Rev. W. T. Worship, Rector of Beeston, Norfolk, is allocated by the Commissioners as premiums to those two of the King's scholars sent up for training who shall, upon examination by the professors, appear best prepared for entering on the course of training in the Commissioners' college, Marlborough-street.

Reid Exhibitions.

The trustees of the will of the late R. T. Reid, Esq., LL.D., of Bombay, in pursuance of the express stipulations of the testator, have authorized the Commissioners of National Education to apply £80 a year out of the proceeds of his bequest to the maintenance of two Reid exhibitions in Trinity College, Dublin, of the value of £40 each, to enable students of the county Kerry, who have successfully passed the final examination at the close of their course of training in the Marlborough-street Training college, to matriculate in Trinity College, and to pass on without dropping a year, to the degree of Arts.

The recommendations of candidates for the Reid exhibitions, Trinity College, are made by the professors of the Marlborough-street Training college.

Prizes for Irish—King's Scholars

Prizes, not exceeding thirty in number, may be awarded annually to King's scholars, who, at the close of their final year of training, pass the examination generally and obtain a certificate of competency to teach Irish.

No teacher already "certificated" in Irish is eligible for a prize.

A prize is not awarded to any student who does not display adequate colloquial knowledge of Irish.

If more than thirty King's scholars satisfy the required conditions, the prizes are awarded to the best answerers, irrespective of what college they have attended.

The prize for each King's scholar is £5.

A sum of £10 may also be awarded to every teacher who has obtained a prize of £5 as a King's scholar at the final examination for King's scholars, and who is thereafter reported to have shown high merit in the teaching of Irish for two consecutive years in a National school.

Reid Prizes.

Monitors, Co. Kerry.

The trustees of the Will of the late R. T. Reid, Esq., LL.D., of Bombay, who bequeathed £9,435 towards the advancement of education in the county Kerry (his native county), have authorized the following scheme of prizes to be awarded out of the proceeds of the bequest by the Commissioners of National Education.

The Reid prizes are awarded to the six best answerers amongst the monitors of the National schools of the county Kerry, at examinations held at the end of their third and fifth year of service, provided that the answering in every case shall be of a satisfactory character. The following is the scale of prizes :—

(*a.*) AT END OF MONITOR'S THIRD YEAR OF SERVICE :—

	£
First Prize, ...	20
Second Prize, ...	18
Third Prize, ...	16
Fourth Prize, ...	14
Fifth Prize, ...	12
Sixth Prize, ...	10
	£90

(*b.*) AT END OF MONITOR'S FIFTH YEAR OF SERVICE :—

	£
First Prize, ...	25
Scond Prize, ...	22
Third Prize, ...	20
Fourth Prize, ...	18
Fifth Prize, ...	16
Sixth Prize, ...	14
	£115

SCHEDULE V.

Teachers' Retiring Gratuities and Pensions.

Old System.

(*a.*) Teachers who, being in the service at the time of the passing of the National School Teachers' Act of 1879 (42 & 43 Vic., cap. 74), declined to submit to deduction from their salaries for pensions, are eligible for retiring gratuities from the Commissioners when, from old age or infirmity, obliged to retire. (*b.*) The gratuity is calculated at the rate of one year's salary (old regulations) [augmented by 20 per cent. in the case of principal and assistant teachers, and also by the amount of the bonus (if any) under the Irish Education Act of 1892, in the case of assistant teachers] from the Commissioners, for ten years' service. (*c.*) This rate is subject to reduction.

(*d.*) In each case the gratuity is paid only with the express sanction of the Lords of His Majesty's Treasury. (*e.*) Should the teacher die before the retiring gratuity has been granted by the Commissioners of National Education (subject to the sanction of the Lords of His Majesty's Treasury) no payment thereof can be made to his or her representatives.

New System (*Pensions Act*, 1879).

For Rules, &c., under the Act, see Appendix.

SCHEDULE VI.

School Grant (*Irish Education Act*, 1892).

The following are rules for administering the Parliamentary school grant under the 18th section and 4th schedule of the Irish Education Act, 1892, 55 & 56 Vic., ch. 42 :—

1. The average rate of school-fees for the year 1891 is computed by taking the school-fees received during that year for subjects taught either wholly or partly within the ordinary school hours from pupils of over 3 and under 15 years of age, and dividing these fees by the average daily attendance for that year of pupils within these ages.

2. In schools where the average rate of school-fees received from children of over 3 and under 15 years of age, during the year 1891, was not in excess of six shillings for each child of the number of such children in average attendance, no school-fee is chargeable to any such child for any subjects taught either wholly or partly within the ordinary school hours.

3. School-fees may be charged to pupils of 15 years of age and upwards. Fees may also be charged to children under 15 years of age for extra or optional subjects taught wholly outside the ordinary school hours ; but in no circumstances may fees for extra or optional subjects be charged to such children, even though the instruction is given wholly outside the ordinary school hours, if the payment is to be a condition of admission to the school.

4. In schools where the average rate of school-fees, during the year 1891, was in excess of six shillings for each child of the number of children between 3 and 15 years of age, in average daily attendance, fees may be charged to such children ; but the total amount of fees shall not be such as to make the average rate of fees for all children in average attendance at the school, exceed for any year the amount of the said excess. Fees for any subjects taught either wholly or partly within the ordinary school hours, are held to be school fees for purposes of this rule, and must be included in determining the average rate charged.

5. In respect of school-fees, no scale of fees shall be altered or fixed except with the approval of the Commissioners. And should the application of the scale sanctioned for any school result in the levy of an average fee in excess of the authorized limit, such excess should be refunded to the parents or guardians.

6. All schools brought into connexion as National schools on or after the 1st January, 1892, shall, if receiving the school grant, be free of school-fees for pupils over 3 and under 15 years of age.

7. Evening schools are excluded from the benefit of the school grant.

8. Payment shall be made subject to the existing rules and regulations of the Commissioners in respect of average daily attendance of pupils, as provided in the first clause of the fourth schedule, viz. :—

(*a.*) in augmenting by 20 per centum the existing rate of class salaries of teachers and of salaries of assistant teachers, and

(*b.*) in augmenting by three shillings and sixpence the capitation grant to schools receiving such grants and not having teachers paid by class salaries ; the latter augmentation to be an augmentation of the ordinary capitation grants as computed under the rules of the Commissioners, existing at the time of the passing of the Act, in respect of average daily attendance.

9. (*a.*) The bonuses for assistants under the second clause of the fourth schedule shall be annually granted to all assistants of five years' standing or over who are classed higher than third class.

(*b.*) In case of interrupted service as assistant, if the period of interruption be spent as principal teacher, such service may count for bonus.

10. Schools that have an average daily attendance of twenty and under thirty pupils over 3 and under 15 years of age, are recognized and aided, under the third clause of the fourth schedule, as schools entitled to "third class salary," &c.

11. The payment of the residue under the fourth clause of the fourth schedule is to be made on the average daily attendance, computed on attendances of pupils over 3 and under 15 years of age.

12. The unit of distribution of the residue shall be found by dividing the estimated residue as nearly as possible by the aggregate average daily attendance of pupils over 3 and under 15 years at schools receiving the school grant.

Fractions of a penny to be omitted.

13. The average daily attendance at the schools receiving the school grant shall, for the purposes of the residual capitation grant, be the average daily attendance for the periods to which the payments respectively relate.

14. (*a.*) The twenty per cent. increase under the first clause of the fourth schedule shall be computed on the class-salary portion of the salaries of principals and assistants of Model and practising schools.

(*b.*) The bonuses, under the second clause of the fourth schedule, shall be annually granted to all assistants in such schools of five years' service and over.

(*c.*) The general rules determining the average rate of excess-fee, if any, shall be applied in the case of those schools.

(*d.*) The school fees of Model schools are distributed on a basis specially determined by the Commissioners.

SCHEDULE VII.

Forms of Agreement.

Agreements between Managers and Teachers (Principals and Assistants).

The following are the four forms of agreement provided by the Commissioners :—

Form No. 1.

Memorandum of an Agreement made the day of , 19 , between local manager of the school (hereinafter called the manager) of the one part, and teacher of the said school (hereinafter called the teacher) of the other part :

I. The manager agrees to employ the teacher as the teacher of the school, from the day of 19 , henceforth until the expiration of three calendar months from the date at which notice in writing shall have been given by either side to the other to determine the said employment.

II. The manager shall have absolute power to determine the said employment, at any time without previous notice, on payment by him to the teacher of three months' grade salary.

III. The manager shall also have power to determine the said employment, without previous notice, for misconduct or other sufficient reason ; but in every case of such determination the teacher shall be entitled to three months' grade salary, to be paid by the manager, unless such manager shall obtain the declaration of the opinion of the Commissioners of National Education, that such determination of employment was for sufficient cause, in which latter case the teacher shall not be entitled to any compensation.

IV. In the event of the employment being determined by the manager on the ground of misconduct or other sufficient reason (under Article III.), the opinion of the Commissioners of National Education that such determination was or was not justified shall be conclusive and final to all intents and purposes, and a letter to that effect, signed by the acting Secretaries or Secretary of the Commissioners, shall be conclusive evidence between the parties of such opinion.

V. In case the teacher shall determine the said employment at any time without giving three calendar months' notice as hereinbefore provided (except for good and sufficient reason testified by the opinion of the Commissioners, and evidenced by a letter signed as above mentioned), he shall forfeit any salary and emoluments or any part of such salary and emoluments, then due to him, as the Commissioners may order.

VI. The duties of the teacher shall be such as are in accordance with the rules of the Commissioners.

VII. The salary and emoluments of the teacher are as follows :—

[*Here insert the salary and emoluments*]

Note.—Any entry in either of these forms of agreement at variance with the spirit and conditions of rule 106 (*c*), will render the agreement invalid. The responsibility of a manager under an agreement ceases from the date of his retirement from the office of manager, or the withdrawal of salary from the teacher by the Commissioners.

FORM NO. 2.

MEMORANDUM OF AN AGREEMENT made the day of , 19 , between local manager of the school (hereinafter called the manager) of the one part, and teacher of the said school (hereinafter called the teacher) of the other part:

I. The manager agrees to employ the teacher as the teacher of the school, from the day of 19 , henceforth until the expiration of three calendar months from the date at which notice in writing shall have been given by either side to the other to determine the said employment.

II. The manager shall have absolute power to determine the said employment at any time without previous notice to the teacher; but in every such case (not coming under Article III.) he shall be bound to pay to the teacher three months' grade salary, recoverable as a debt.

III. The manager shall also have power to determine the said employment, without previous notice, for misconduct or other sufficient reason; in which case the teacher shall not be entitled to any compensation.

IV. In case the teacher shall determine the said employment at any time without giving three calendar months' notice, as hereinbefore provided (except for good and sufficient reason), he shall pay to the manager three months' grade salary, recoverable as a debt.

V. The duties of the teacher shall be such as are in accordance with the rules of the Commissioners.

VI. The salary and emoluments of the teacher are as follows:—

[*Here insert the salary and emoluments.*]

NOTE.—Any entry in either of these forms of agreement, at variance with the spirit and conditions of rule 106 (*c*), will render the agreement invalid. The responsibility of a manager under an agreement ceases from the date of his retirement from the office of manager, or of the withdrawal of salary from the teacher by the Commissioners.

FORM NO. 3.

MEMORANDUM OF AN AGREEMENT made the day of , 19 , between local manager of the National school (hereinafter called the manager) of the one part, and teacher of the said school (hereinafter called the teacher) of the other part:

I. The manager agrees to employ the teacher as teacher of the school, from the day of 19, , henceforth until the expiration of three calendar months from the date at which notice in writing shall have been given by either side to the other, to determine the said employment; provided that such notice on the part of the manager shall be countersigned by , hereinafter called the referee.

II. The manager, with the written concurrence of the referee, shall have power to determine the said employment at any time without previous notice to the teacher; but in every case of dismissal without three months' notice, the manager shall be bound to pay to the teacher three months' grade salary, unless the manager shall obtain the declaration of the opinion of the Commissioners of National Education, that such determination of employment be for misconduct or other sufficient cause, in which case the teacher shall not be entitled to any compensation.

III. In the event of the employment being determined on the ground of misconduct or other sufficient cause, the opinion of the Commissioners that such determination was or was not justified shall be final to all intents and purposes, and a letter, signed by the acting Secretaries or Secretary of the Commissioners, shall be conclusive evidence between the parties of such opinion.

IV. In case the teacher shall determine the said employment at any time without giving three calendar months' notice (except with the consent of the manager, or for such cause, as in the opinion of the Commissioners evidenced by a letter signed as above mentioned, shall be sufficient), he shall forfeit to the manager an amount equal to three months' grade salary, which may be deducted from any moneys payable to him by the Commissioners at the time or subsequently.

V. The duties of the teacher shall be such as are in accordance with the rules of the Commissioners.

VI. The conditions endorsed hereon shall form part of this agreement.*

VII. The salary and emoluments of the teacher are as follows :—

[*Here insert the salary and emoluments.*]

FORM NO. 4.

MEMORANDUM OF AN AGREEMENT made the day of , 19 , between local manager of the National school (hereinafter called the manager) of the one part, and teacher of the said school (hereinafter called the teacher) of the other part :

I. The manager agrees to employ the teacher as teacher of the school, from the day of 19 , henceforth until the expiration of three calendar months from the date at which notice in writing shall have been given by either side to the other to determine the said employment ; provided that such notice on the part of the manager shall be countersigned by , hereinafter called the referee.

II. The manager, with the written concurrence of the referee, shall have power to determine the said employment at any time without previous notice to the teacher ; but in every case of dismissal without three months' notice, the manager shall be bound to pay to the teacher three months' grade salary, unless such determination of employment be for misconduct or other sufficient cause, in which case the teacher shall not be entitled to any compensation.

III. In case the teacher shall determine the said employment at any time without giving three calendar months' notice (except with the consent of the manager or for such cause as the referee shall deem sufficient), he shall forfeit to the manager an amount equal to three months' grade salary, which may be deducted from any moneys payable to him by the Commissioners of National Education at the time or subsequently.

* CONDITIONS OF AGREEMENT.

1. Any addition to, or modification of, this form of agreement at variance with any of the rules and regulations of the Commissioners, shall be invalid.
2. The responsibility of a manager under this agreement ceases from the date of his retirement from the office of manager, or of the withdrawal of salary from the teacher by the Commissioners.
3. In the case of schools under clerical managers, and in all other cases where such an arrangement is desired, the Commissioners will be prepared to recognize as referee the Ordinary or other ecclesiastical Superior, for the time being, of the diocese or district in which the school is situated. When the title only (omitting the name) of such referee is entered, the religious denomination of the referee should be stated.
4. The Commissioners of National Education themselves may be named as the referee.
5. The referee may be one or more individuals, or a committee or other body of persons, named for the purpose in the agreement, and recognized by the Commissioners.
6. When the referee has been appointed under condition 5, the manager and teacher, on the occurrence of a vacancy in the office of referee, should enter into a new agreement, and until this is done the Commissioners of National Education shall have all the powers of the referee. In future neither teachers nor managers are to be recognized as referees, except in the case of the persons or bodies mentioned in the conditions endorsed on the forms of agreement, Nos. 3 and 4.

IV. The duties of the teacher shall be such as are in accordance with the rules of the Commissioners.

V. The conditions endorsed hereon shall form part of this agreement.*

VI. The salary and emoluments of the teacher are as follows :—

[*Here insert the salary and emoluments.*]

NOTE.—The forms of agreement provided for manual instructresses and workmistresses are identical in terms with those for principal and assistant teachers except that the word " grade " before salary does not appear in any of the sections.

AGREEMENT to be executed by NATIONAL TEACHERS or other CANDIDATE KING'S SCHOLARS on admission into a Training College.

I hereby agree and declare in consideration of my being admitted in to the Training College that I will use my best endeavours to qualify myself thoroughly for the calling or occupation of teacher, and that so soon as I shall be duly declared so qualified I will forthwith adopt and follow that calling or occupation in some public elementary school, namely, in a National school or Training College, or in an Army or Navy School, or in a Poor Law Union school, or a certified Industrial or Reformatory school in Ireland.

I also hereby agree that in the event of my leaving the said college and absenting myself for a period of days therefrom before the completion of my course of year without the express permission of the college authorities, or in case I shall be dismissed from the said college for breach of its rules and regulations, or for other misconduct, or in case I shall not within a reasonable period after the completion of my said course of Training, fulfil to the satisfaction of the Commissioners of National Education, who shall be the sole and absolute judges of the reasonableness of such period, a probationary service of two years as public elementary teacher if afforded opportunity of such employment, then that I will on the request of the Commissioners of National Education pay and refund to them such sum as they may determine as having been advanced by them to the said College in consideration of my maintenance and tuition whilst resident therein.

Signature,————————

Date,————————

Witness,————————

* For conditions see footnote p. 59.

CARETAKERS' AGREEMENT IN THE CASE OF AN OFFICIAL RESIDENCE PROVIDED FOR A TEACHER.

I, the undersigned, teacher of the National school, roll no. do hereby acknowledge that I have been put into possession of situate in the townland of barony of and county of by manager of the said school, in my capacity of teacher of the National school, and for the purpose of a teacher's residence, and not otherwise, and on condition that said premises are to be occupied and taken care of by me for the said as manager of said school, and for his successor for the time being in the office of such manager so long only as I shall lawfully continue to be such teacher in conformity with the rules of the Commissioners of National Education, and not as yearly tenant or further or otherwise; and I hereby undertake not to erect or cause to be erected upon the said premises any out-house, stable, building, or structure of any kind, without the previous consent of the Commissioners of National Education, given over the signature of one of their Secretaries, and I hereby further undertake forthwith to deliver up free and undisturbed possession of the said house, offices, garden and all buildings or structures on the said premises to the said or other the manager for the time being of the said school whenever I shall cease to be such teacher and caretaker, as witness my hand this day of 19 .

Witness present,————————

Name,————————
Address,———————— ————————(*Signature of teacher*)
Occupation, ————————

SCHEDULE VIII.

Expenses of Pupil-Teachers and Monitors at the Annual Examination.

Payments are made for travelling and lodging to pupil-teachers, monitors, &c., attending the annual examination, under the following conditions :—

(*a.*) where there is no railway or other public conveyance to the place of examination, the actual expenses may be allowed, provided the total cost for the entire journey each way does not exceed 2*d.* per statute mile ;

(*b.*) where there is a public conveyance available, the fare by it is allowed, provided the total cost for the entire journey each way does not exceed 2*d.* per statute mile ;

(*c.*) for railway journeys, third class fare only is allowed to men, but second class fare may be allowed to women when they have paid it ; but where a return ticket can be procured the cost of such ticket only should be charged ;

(*d.*) The lodging allowance may be estimated at 2*s.* per night (for each day of the examination), with one night additional when the school is situated at an inconvenient distance from the place of examination ;

(*e.*) no expenses are payable when the school is under four statute miles from the town where the examination is held ;

(*f.*) persons who have already been examined for recognition, either as teachers or monitors, are not entitled to any allowance ;

(*g.*) no expenses will be paid to candidates for certificates of competency to teach extra subjects, or to candidates for admission to Training colleges.

SCHEDULE IX.

Criticism Lessons for Monitors and Pupil-Teachers.

The Commissioners require that, in addition to the general supervision which the principal of a school at present exercises over the teaching of the pupil-teachers and monitors during the school hours, there should be a formal criticism lesson once each week.

This criticism lesson should be conducted as far as possible in the following manner :—

I. The principal should specify the lesson to be taught in a given subject, and should explain in some detail to the pupil-teachers or monitors the best methods of presenting the subject to the class. The pupil-teachers or monitors should then prepare notes of a short lesson. The notes should be handed in to the principal teacher for the purpose of correction and revision at least two days before the day fixed for the lesson.

II. This lesson should be taught to a class of not fewer than twenty pupils.

III. The lesson should, as a rule, be given during the half-hour (or possibly three-quarters of an hour) immediately preceding or following the four hours which constitute an attendance.

IV. The whole staff of the school should be present, and should write criticisms and make suggestions.

V. The principal or one of the assistants should occasionally give a specially prepared lesson as a model lesson for the junior staff.

VI. A record of the criticism and model lessons should be kept. The notes, with the principal's written criticism, should also be preserved for the information of the inspector, and presented to him at his next visit. (The inspector should be informed of the days and hours fixed for criticism lessons).

VII. The lessons given from week to week should form for a period of six weeks a continuous series in the same subject. The subject should be one of the regular class subjects, and the pupils should not previously have been taught the matter of the lesson.

VIII. When a lesson has not been taught satisfactorily it should be again taught by the pupil-teacher or monitor as an ordinary class lesson.

IX. In schools where there are several pupil-teachers and monitors, each should be required to prepare notes of the same lesson, and successive heads of the lesson might be taught by different members of the junior staff.

SCHEDULE X.

CERTIFICATE OF MERIT.

The Commissioners of National Education in Ireland have awarded this Certificate of Merit to , a pupil over thirteen years of age in National school, in the county of .

It is certified that the holder has been enrolled in the seventh standard for at least one year, and has in the opinion of the Commissioners' Inspector attained to satisfactory proficiency in the courses of English, Arithmetic, and Geography prescribed for that standard.

The holder's proficiency in the various subjects of the school course is set forth by the principal teacher on the back of this certificate and his character and conduct are certified by the principal teacher and by the manager of the school,

Senior Inspector.

SUBJECTS.	OPINION OF TEACHER.
Reading and Explanation, ...	
Handwriting, ...	
Composition (including English Grammar), ..	
Arithmetic, ...	
Geography, ...	

ADDITIONAL SUBJECTS.	OPINION OF TEACHER.

I certify that the foregoing statements represent my opinion of 's proficiency in the subjects of instruction mentioned above, and that his character and conduct have been .

Principal Teacher.

Counter-signature of the Manager.

SCHEDULE XI.

(*a.*) *Factory and Workshop Act*, 1901.

Extracts from Sections 68 and 71 of the Act :—

The parent of a child employed in a factory or workshop shall cause that child to attend some recognized efficient school (which school may be selected by the parent), as follows :—

(*a.*) The child, when employed in a morning or afternoon set, must in every week, during any part of which he is so employed, be caused to attend on each work day for at least one attendance ; and

(*b.*) the child, when employed on the alternate day system, must on each work day preceding each day of employment be caused to attend for at least two attendances ;

(*c.*) An attendance for the purposes of this section shall be an attendance as defined for the time being by the Secretary of State, with the consent of the Board of Education, and be between the hours of eight in the morning and six in the evening.

When a child of the age of thirteen years has obtained from a person authorized by the Board of Education a certificate of having attained such standard of proficiency in reading, writing, and arithmetic, or such standard of previous due attendance at a certificated efficient school as is mentioned in this section, that child shall be deemed to be a young person for the purposes of this Act. Section 71.

Certificates of Proficiency.

In future principal teachers of National schools should give certificates of proficiency to any of the pupils of their schools who may require them for the purpose of the Factory and Workshop Act, provided such pupils have reached the standard of proficiency prescribed in the following Order :—

Order of the Secretary of State, dated 19th February, 1903, defining, with the consent of the Lord Lieutenant and Privy Council in Ireland, attendance at School, and fixing with like consent a Standard of Proficiency (Ireland).

In pursuance of Sections 68 and 71 of the Factory and Workshop Act, 1901, I hereby make the following Order :—

1. An attendance for the purposes of section 68 of the said Act shall be an attendance at instruction in secular subjects for a period of not less than two hours at some recognized efficient school.

2. The standard of proficiency for the purpose of section 71 of the said Act shall be such proficiency in reading, writing, and arithmetic, as is prescribed for the fifth class or standard in the programme of instruction of the Commissioners of National Education in Ireland.

* The time fixed must be two or more complete hours. Fractions of an hour cannot be included.

3. Certificates of proficiency may be granted in the same manner as is prescribed for certificates under the Irish Education Act of 1892 by the said Second Schedule to that Act (55 & 56 Vic., chapter 42).

4. The Order of the 15th February, 1879, defining an attendance at a recognized efficient school in Ireland, and prescribing the standard of proficiency and the standard of previous due attendance in Ireland, is hereby revoked.

A. Akers Douglas,
One of His Majesty's Principal Secretaries of State.

Whitehall,
19*th February*, 1903.

On the 10th March, 1903, the Lord Lieutenant and Privy Council in Ireland consented to and approved of the foregoing Order.

Inspectors are required to see that certificates under the Act are issued in the cases contemplated by the 68th Section above referred to.

The Inspectors of National schools are required to co-operate in every way in their power with the sub-inspectors of factories in Ireland, whose duty it is to see that the provisions of the Factory Act are fully complied with.

(*b.*) Irish Education Act, 1892—Sections 1 and 2, and Schedule 2.

Certificates of Proficiency.

(Order made in November, 1899).

The Commissioners of National Education, in pursuance of the powers vested in them under the Irish Education Act, 1892, and of every other power enabling them in this behalf, do order, and it is hereby ordered, that from the 1st day of April, 1900, a certificate of proficiency for the purposes of the Irish Education Act, 1892, shall be a certificate issued by the principal teacher of the school which the child has last attended of such proficiency in reading, writing, and elementary arithmetic, as is now prescribed for the fifth class, first stage,* in the programme of instruction of the Commissioners.

* Now fifth standard,

SCHEDULE XII.

(1.)—Pupils of Industrial Schools attending National Schools.

(*a.*) The accounts of the attendance, &c., of Industrial school pupils must be perfectly separate and distinct from those of the ordinary pupils of the National school. Separate registers, roll books, and daily report books must always be used.

(*b.*) The attendances of the certified Industrial school pupils must be returned by the Inspector, in a supplemental report, and by the manager, in the school returns, separately from the ordinary pupils, so that payment may not be made by the Commissioners of National Education for the instruction of the Industrial school pupils—such payment being made directly by the Department of Industrial Schools.

(*c.*) Industrial pupils attending a National school are instructed in precisely the same manner as the ordinary day pupils.

(2.)—National teachers serving in Reformatory and Industrial Schools.

National teachers serving in Reformatory and Industrial schools in Ireland are regarded, and have the same privileges, as National teachers serving in Workhouse National Schools, provided the curriculum in Reformatory and Industrial schools is brought into harmony with the curriculum in National Schools.

(3.)—Boarded-out pauper children.

Regulation, concerning boarded-out pauper children, adopted by the Local Government Board, with the approval of His Excellency the Lord Lieutenant :

"The child, when of sufficient age to attend school shall, subject to the approval of the workhouse chaplain of the religious persuasion in which such child is registered, attend the nearest National school, or shall, subject to the approval of the guardians and of such chaplain, attend some other public school, and a certificate of such attendance, signed by the teacher and showing the days of absence, if any, shall be given to the relieving officer each month, provided that if the school be not a National school the child shall be examined annually by an Inspector of the Commissioners of National Education at a convenient time and place, and the result of such examination shall be reported to the guardians."

The Commissioners have intimated to the Local Government Board, that with regard to "boarded-out" pauper pupils attending schools that are not National schools, their inspectors are prepared to examine them at the workhouse nearest or most convenient to them.

Also, that the inspector will give at least one month's notice of his intended examination, at which the Poor Law authorities secure the attendance of "boarded-out" children ; and that the Inspector will, in each case, leave an abstract of the answering of each of the children with the master of the workhouse in which the examination is held.

As nearly all the workhouses have National schools attached to them, it is presumed that in many cases inspectors will have the opportunity of inspecting the children referred to, along with the workhouse pupils.

SCHEDULE XIII.

School Requisites.

1. (*a.*) A first stock of school requisites is furnished gratuitously to each school in proportion to the attendance of children.

(*b.*) When an unsuitable school-house has been superseded by a suitable school-house erected from private funds, or when a considerable sum derived from private contributions has been expended upon the enlargement or structural improvement of a school-house, a special free stock of school requisites may be granted, on the recommendation of the Inspector.

(*c.*) Money expended on furniture, apparatus, or repairs cannot be taken into account in deciding a claim for a special free stock.

(*d.*) These requisites should be kept as a school stock, for which the master or mistress is held responsible, and must not be sold or taken out of the school.

(*e.*) The school account books are furnished gratuitously to the schools, and are the property of the Commissioners.

(*f.*) No school account book may be removed from the school except by the inspector, or with his express sanction.

2. Scale of grants of school requisites made to new schools, &c.

Class.	Average Attendance.	Amount of Free Grant	Amount to be purchased as Sale Stock.	Class.	Average Attendance	Amount of Free Grant.	Amount to be purchased as Sale Stock.
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
1	50 Children or			16	401 to 425	11 10 0	3 0 0
	under	4 0 0	1 5 0	17	426 to 450	12 0 0	3 0 0
2	51 to 75	4 10 0	1 7 6	18	451 to 475	12 10 0	3 0 0
3	76 to 100	5 0 0	1 10 0	19	476 to 500	13 0 0	3 0 0
4	101 to 125	5 10 0	1 12 6	20	501 to 525	13 10 0	3 10 0
5	126 to 150	6 0 0	1 15 0	21	526 to 550	14 0 0	3 10 0
6	151 to 175	6 10 0	1 17 6	22	551 to 575	14 10 0	3 10 0
7	176 to 200	7 0 0	2 0 0	23	576 to 600	15 0 0	3 10 0
8	201 to 225	7 10 0	2 0 0	24	601 to 625	15 10 0	4 0 0
9	226 to 250	8 0 0	2 0 0	25	626 to 650	16 0 0	4 0 0
10	251 to 275	8 10 0	2 0 0	26	651 to 675	16 10 0	4 0 0
11	276 to 300	9 0 0	2 0 0	27	676 to 700	17 0 0	4 0 0
12	301 to 325	9 10 0	2 0 0	28	701 to 725	17 10 0	4 0 0
13	326 to 350	10 0 0	2 10 0	29	726 to 750	18 0 0	4 0 0
14	351 to 375	10 10 0	2 10 0	30	751 to 775	18 10 0	4 0 0
15	376 to 400	11 0 0	2 10 0	31	776 to 800	19 0 0	4 0 0

Adequate supply of Books and Requisites to be kept.

3. (*a.*) An adequate stock of books and other requisites—approved of by the Commissioners—must be purchased for the use of the school, and for sale to the pupils.

(*b.*) A copy of the general list of books and requisites sanctioned for use, showing the price to the pupils of each article, must be kept in each schoolroom, and be available for the use of the pupils. Also a tablet showing the books, &c., actually in use in each school, and the prices at which they are sold to the pupils, must be suspended in a conspicuous place in the schoolroom.

When books, &c., are sold to the children attending a National school, in no case may any advance be made on the prices fixed by the Commissioners; and the inspectors have instructions to inquire into and report upon any infraction of this regulation.

SCHEDULE XIV.

Supplies of Equipment.

1. (*a.*) The expenses of the necessary appliances required in connection with instruction in elementary science should, whenever possible, be defrayed locally. There are, however, many schools for which the Commissioners feel satisfied the full cost of the appliances, or part of the cost, cannot be provided locally, and to meet the cases of such schools His Majesty's Government and the Lords of His Majesty's Treasury have placed at the disposal of the Commissioners of National Education a limited grant.

(*b.*) Supplies of equipment of the amounts specified in the appended scales may be sanctioned accordingly; but the full amounts in the scale can be allowed only in necessitous cases.

(*c.*) A supply of equipment is granted only to a school where there is a teacher fully competent to use it.

(*d.*) A supply of equipment remains the property of the Commissioners, and is granted on condition that the manager of the school undertakes to have it properly stored, and to provide for its maintenance in an efficient condition. No second grant is made under any circumstances.

(*e.*) The supplies of equipment are sanctioned on the recommendation of the inspectors and the head organizer of elementary science. A list is sent in the case of each supply of equipment, showing of what items it is constituted, and the cost of each item, so that in cases of renewal managers may be in a position to know what expenditure is necessary for the purpose.

(*f.*) The supplies of equipment are forwarded by the Commissioners' contractors, and when received at the school should be checked with the lists which are sent from the Office of National Education.

Elementary Science and Object Lessons.

Scale of Equipment Grants.

	£	*s.*	*d.*
For an average attendance of under 30, ...	5	0	0
„ „ „ 95, ...	7	10	0
„ „ „ 145, ...	9	0	0
„ „ 145 and above, ...	10	0	0

SCHEDULE XV.

Grants for Building, Furnishing, and Improvement of Schoolhouses.

1. (*a.*) The following is the scale of accommodation which it is desirable should be provided in relation to the number of children expected to attend :—

Plan.	Maximum Attendance.	Number of separate School-rooms to be provided.	Number of Class-rooms.	Total area, in square feet to be provided.	Board's Grant.
					£ s. d.
I., ..	60	1	—	416	151 6 8
II., ..	80	1	—	561	180 0 0
III., ..	100	1	1	680	220 0 0
IV., ..	120	1	1	798	254 0 0
IVA., ..	120	2	—	846	274 13 4
V., ..	150	1	1	1,106	350 0 0
VA., ..	150	2	—	1,200	350 13 4
VI., ..	200	1	2	1,612	460 0 0
VIA., ..	200	2	2	1,360	449 6 8
VII, ..	250	2	2	1,816	532 0 0
VIII., ..	300	2	2	2,212	628 0 0
IX., ..	350	2	2	2,568	719 6 8
X., ..	400	2	2	3,202	870 0 0
XA., ..	400	2	2	3,202	924 13 4
XB. (2 Storeys),	400	2	2	3,202	840 0 0

(*b.*) The grants in the above table represent on the average, two-thirds of the estimated cost of erecting and furnishing vested school-houses in accordance with the scale of accommodation, and include a grant towards the cost of the partition wall between the playground and the out-offices, but not grants for the boundary fences and entrance gate, which must be specially estimated in each case.

(*c.*) Every grant towards building school-houses is conditional on funds being available out of the amount provided by Parliament for the purposes of such grants.

2. When the expected attendance is less than 60 on rolls, or exceeds 400, the Commissioners are prepared to make a special grant in accordance, however, with the principles of the scale 1. (*a.*)

3. (*a.*) No grant (see rule 191) can be approved until the inspector shall have reported upon all the circumstances of the case ; the Board of Public Works shall have reported on the eligibility of the site ; and the law adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

(*b.*) Without the express sanction of the Lords of His Majesty's Treasury, no building grants can be made towards the cost of works executed or even commenced before the receipt by the manager of the specific authorization of the Board of Public Works.

4. The shortest lease that can be accepted in making grants is for (*a.*) sixty-one years, or for (*b.*) three lives and thirty-one years concurrent, or (*c.*) under the provisions of the Leases for Schools (Ireland) Act, 1881, for ninety-nine years when the grantor is a limited owner.

5. (*a.*) The grant or lease must be in a form authorized by the Commissioners and is prepared in the Office of National Education without charge to the applicant ; but (*b.*) all expense necessary to be incurred in obtaining proof of title, or grantor's consent, &c., must be borne by the applicant.

6. When grants are voted towards defraying the cost of the building of a school-house, the lease must be duly executed before the case is finally remitted to the Board of Public Works.

7. (*a.*) The Board of Public Works furnish instructions as to the plan and specifications, to which the parties receiving aid are bound strictly to adhere. (*b.*) The Commissioners, however, are prepared to consider and submit to the Board of Public Works special plans furnished to them by applicants; but should such special plans provide accommodation for a larger number of pupils than that sanctioned by the Commissioners, or a more costly class of building than is deemed by them to be necessary, all the extra expense must be borne by the applicants.

8. (*a.*) The Commissioners do not sanction grants for the ornamenting of school-houses. If buildings of an ornamental description be preferred, the whole of the extra expense must be provided by the applicants.

(*b.*) The Commissioners do not accept a transfer to themselves (as a vested school) of any building already used as a National school; but such buildings may be vested in trustees.

(*c.*) The Commissioners reserve to themselves the right of accepting repayment of the grants made towards the erection of a school-house, and in such a case, of removing the school from their list of vested schools.

9. When the school premises are vested in the Commissioners, they will keep the school-house and furniture in repair. The Commissioners do not sanction grants towards ordinary repairs of schools vested in trustees or of non-vested schools; or to the rent of school-houses.

10. (*a.*) When the school premises are vested in trustees it is the duty of such trustees to keep the house, furniture, &c., in repair.

(*b.*) Grants in aid of local contributions are made to existing vested schools, whether vested in the Commissioners or in trustees, for adding to or enlarging them for enclosing the sites, for other desirable or necessary structural changes or improvements, on the basis of two-thirds of the cost as estimated by the Board of Public Works.

(*c.*) Such works must not, except in very special circumstances, be commenced until the grants have been made by the Commissioners, and the specification furnished or approved by the Board of Public Works. (See 3).

(*d.*) In the case of schools vested in trustees no grants can be made for the execution of any work which is required to make good damages arising from neglect, misuse, lapse of time, or continuous use, unless in cases specially recommended by the Board of Public Works.

SCHEDULE XVI.

Loans for Non-vested National School-houses and Training Colleges.

1. Schools.—(*a.*) Applications for loans should be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans can be made only on their recommendation.

(*b.*) Every application must be accompanied by an ordnance sheet (6-inch scale*), showing by distinctive colouring the site, or intended site, of the school, and also the lands or premises which are the security for the loan required.

(*c.*) Applicants may adopt the plans for the erection of a school which have been prepared by the Board of Public Works and approved by the Commissioners of National Education, or they may submit their own designs, together with specification and estimate for approval. The official plans can be obtained by application to the Secretary, Office of Public Works, Custom House, Dublin.

(*d.*) When it is proposed to alter and adapt an existing building to the purpose of a National school, plans of the proposed alterations, with specification and estimate, must, in like manner, be submitted for approval before a loan can be sanctioned.

(*e.*) The loans will not be extended to cover the cost of ornamental work or materials, without the special sanction of the Board of Public Works.

2. Training Colleges.—(*a.*) Applications for loans should be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans can be made only on the recommendation of the Commissioners of National Education.

(*b.*) In all cases where loans are sought for the erection of new buildings, or for the enlargement or structural improvement of existing buildings, the application must be accompanied by plans, specifications, and estimate of the proposed works.

(*c.*) The Commissioners of National Education are not prepared to sanction a loan for the building or improvement of any Training college that does not provide suitable accommodation in respect of lecture halls, class-rooms, refectory, dormitories, lavatories, &c., with suitable exercise ground, and all necessary sanitary arrangements.

(*d.*) Every application must be accompanied by an ordnance sheet (6-inch scale*) showing by distinctive colouring the site, or intended site, of the Training college, and also the lands or premises which are the security for the loan required

General Regulations.

3. (*a.*) If the Commissioners of National Education consider an application for a loan made in accordance with the foregoing instructions to be satisfactory, they refer it for investigation and completion to the Board of Public Works. The Lords of His Majesty's Treasury decline to sanction loans for the purchase or acquisition of premises or lands already occupied for purposes of National schools or Training colleges, but they will sanction loans for the enlargement and structural improvement of National schools or Training colleges, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

* Where the college premises are situated in towns, the ordnance sheet of the largest scale that can be procured, is to be forwarded with the application. Ordnance sheets may be ordered through any bookseller, and, in towns where there are no agencies, they may be ordered at the Head Post Offices.

(*b.*) No loan can be made for the purpose of discharging any debt unless the sanction of the Lords of His Majesty's Treasury to such loan was obtained before the debt was incurred.

(*c.*) Applicants are accordingly cautioned against proceeding with buildings, or incurring liabilities in connexion with the Loans for schools and Training Colleges (Ireland) Act, 1884, until they shall have received authority from the Board of Public Works.

(*d.*) To secure the repayment of any loan made under the provisions of the Act, the Board of Public Works, if they deem it necessary, will require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of the said Board.

(*e.*) When the necessary information has been obtained the Board of Public Works on being satisfied with the plans, specifications and estimate, give public notice that the applicant has applied for a loan for the purpose stated, and take such further steps as may be necessary under the provisions of the Land Improvement Acts,* and when the loan has been sanctioned by the Lords of His Majesty's Treasury, and the order for it shall have been duly registered and the bond perfected, the Board authorize the applicant to proceed with the works.

(*f.*) The amount of the loan sanctioned is issued in instalments as the works progress, on the certificate of the architect of the Board of Public Works, a balance however, being retained sufficient to cover the cost of completing the work.

(*g.*) The Board of Public Works insure the premises against damage by fire and the premiums on any such insurance are deemed to be included in all charges and securities whereby the repayment of such loan is secured, and is recoverable in like manner as any instalment of the rent-charge payable in respect of such loan.

(*h.*) The buildings, in all cases, must be kept in good and sufficient repair during the period over which the repayment of the loan is extended, and a guarantee must be given to that effect; and the buildings must be open at all reasonable times to the inspection of the officers of the Board of Public Works and of those of the Commissioners of National Education.

(*i.*) If any non-vested National school or Training college, established by loan under the provisions of the Act, ceases to be used as a non-vested National school or Training college, the Board of Public Works reserve to themselves the power of calling in any portion of such loan that may be outstanding.

* The provisions of the Land Improvement Acts apply to all loans made under the Act of 1884.

SCHEDULE XVII.

Grants and Loans for Teachers' Residences.

Grants.

1. Grants are made by the Commissioners of National Education towards the cost of erection, or for the enlargement, structural improvement, or purchase of dwelling-houses for residences for the teachers of all vested National schools on the following conditions, viz. :—

(*a.*) the site must be demised free of rent, or at a nominal rent, for a term of at least 61 years, or for 3 lives and 31 years concurrent ; and must not be distant more than one statute mile from the school ;

(*b.*) the grant may be for half the estimated cost of the erection, improvement, or purchase of the dwelling-house, provided such moiety shall not exceed the sum of £100. In case the whole amount should exceed £200, the excess must be borne by the applicant ;

(*c.*) in all cases where it is proposed to erect or improve dwellings, the plans, specifications, and estimate of the proposed works should be forwarded with the application for a grant to the Commissioners of National Education, who, if approving, of the plans, forward them with a notification of their approval, to the Board of Public Works. The Board of Public Works are required to object to particulars showing bad construction or unnecessary cost, or insufficient light, drainage, or ventilation. Applicants for grants may adopt the plans which have been prepared by the Board of Public Works, and approved by the Commissioners of National Education,* or they may submit their own designs ;

(*d.*) the Board of Public Works on examination of the plans, specification, and estimate for such works, and approval thereof, determine the value of the work and the amount of the grant which can be made in respect thereof, and communicate the result to the Commissioners of National Education ; and on the due completion of the residence pay the stipulated sum. In like manner where it is proposed to purchase a building, the Board of Public Works determine its suitability and value ;

(*e.*) the residence must be exclusively employed for the occupation and use of the teacher or teachers actually for the time being in charge of the National school in connexion with which it has been erected, and must be rent free to such teacher or teachers ;

(*f.*) if it is proposed to build a teacher's residence on ground already vested for National school purposes, a grant of one-half the estimated cost (up to £100) is the only form of aid available, and the Commissioners require to be satisfied with the tenure :

(*g.*) Residences for teachers which are vested in the Commissioners are kept in repair by the Board of Public Works.†

Loans.

2. Loans are available for teachers' residences in connexion with either vested or non-vested National schools. (See Acts 38 & 39 Vic., ch. 82, 1875, and 47 & 48 Vic., ch. 45, 1884).

(*a.*) The Board of Public Works, subject to such rules and regulations as may from time to time be made by the Lords Commissioners of His Majesty's Treasury, may make loans in such cases as they may judge expedient for the purpose of assisting any person in the erection, enlargement, structural improvement, or purchase of any dwellinghouse, for a residence for the teacher of a National school, provided that the amount of any such loan shall not exceed two hundred and fifty pounds.

* See note * page 76.
† Grants are not made for teacher's residences in connection with non-vested schools.

(*b.*) Every loan shall be repaid by the payment of an annual sum of five pounds for every hundred pounds of such loan from time to time advanced, and a proportionate sum for any less amount, and be payable for the term of thirty-five years, to be computed from the date of the advance in respect of which the said annual sum shall be charged, such annual sum to be paid by equal half-yearly payments, on the fifth day of April and the tenth day of October in every year during the said term of thirty-five years; but it is also provided that the amount of such annual sum may, by agreement, be increased to such amount as will repay the sum so advanced sooner than the said period of thirty-five years.

(*c.*) To secure the repayment of any such loan, the Board of Public Works, if they deem it necessary, may require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of the said Board.

(*d.*) The Board of Public Works may insure the premises against damage by fire, and the premiums on any such insurance shall be deemed to be included in all charges and securities whereby repayment of such loans shall be secured.

(*e.*) Mortgages, bonds, obligations, securities, contracts, and agreements in connexion with such loans, are exempt from stamp duty.

3. (*a.*) The dwelling must be exclusively employed for the accommodation of a teacher or teachers of a National school.

(*b.*) The dwelling, as a rule, must not be situated more than a statute mile from the school of the teacher whom it is intended to accommodate.

(*c.*) The Commissioners of National Education do not sanction any dwelling as a teacher's residence which shall not comprise at least one sitting-room, three bed-rooms, a kitchen, and the usual out-offices.

(*d.*) The quality of all work and materials used in the buildings must be sound good, and durable.

(*e.*) The works must, if possible, be carried out under contract, and strictly according to the plans and specifications which have been approved by and deposited with the Board of Public Works.

(*f.*) The Commissioners of National Education, so long as the dwelling is in their judgment used *bona fide* as a residence for a teacher or teachers of a National school, conformably to the following rule [(*g.*)], and is not, without the special permission of the Commissioners, employed for any other purpose, and is in their judgment kept in suitable repair, contribute half the annual instalment payable in reimbursement of the loan advanced by the Board of Public Works. The borrower will accordingly be required to pay to the Board of Public Works, on conditions being fulfilled, only a moiety of the rent-charge.

(*g.*) The teacher in no circumstances should be charged, in respect of use and occupation as teacher, a higher sum per annum than two and a-half per cent. of the loan advanced by the Board of Public Works; but it is the earnest wish of the Commissioners of National Education, and it was their intention in promoting legislation on the subject, that the moiety locally payable in respect of the loan may be paid by the manager of the school, or by the parties interested in the school, so as to procure a "free residence" for the teacher.

(*h.*) Application for a loan should be made to the Commissioners of National Education on a form which may be obtained from their Office. If the Commissioners of National Education deem the case satisfactory, they refer it for investigation and completion to the Board of Public Works.

(*i.*) Every application must be accompanied by an ordnance sheet* (6-inch scale), showing by distinctive colouring the intended site, and also the lands or

* Ordnance sheets may be ordered through any bookseller, and, in towns where there are no agencies, they may be ordered at the Head Post Offices.

premises which are to form the security for the loan required, and by a map or diagram showing the position of the site with reference to the school-house with which the residence is to be connected.

(*j.*) Applicants may adopt the plans which have been prepared by the Board of Public Works,* and approved by the Commissioners of National Education; or they may submit their own designs, together with specification and estimate, for approval. The official plans can be obtained by application to the Secretaries, Office of National Education.

(*k.*) When it is proposed to alter and adapt an existing building to the purpose of a teacher's residence, plans of the proposed alterations, with specification and estimate, must, in like manner, be submitted for approval before a loan can be sanctioned.

(*l.*) During the period over which the repayment of loans is extended, the buildings must be kept in good and sufficient repair, and a guarantee must be given to that effect; and they must be open at all reasonable times to the inspection of the officers of the Board of Public Works, and those of the Commissioners of National Education.

(*m.*) The Lords of His Majesty's Treasury decline to sanction loans for the purchase of houses already occupied as teacher's residences, but they sanction loans for the enlargement and structural improvement of such houses on the same footing as new residences, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

(*n.*) The Board of Public Works are prepared to make loans on the above conditions, to provide teachers' residences in connection with all National schools, but in the case of vested National schools the site for the proposed residence must be distinct from the ground leased for the school premises, so as to be legally chargeable as security for the loan.

Caretaker's Agreement.

4. In every case in which an official residence is provided for a teacher, a caretaker's agreement between the manager and the teacher must be executed, and a duplicate thereof be sent to the Office of National Education.

The Commissioners expect that all teachers shall have done at their own expense the following, viz., limewashing; cleaning and repairing glass; cleaning privies and ashpits; gravelling yards and walks, and keeping surface channels in order; sweeping chimneys; making good any damage arising from carelessness or neglect; maintaining fences and gates, except damages from lapse of time;—and in cases of residences built by grants for teachers of National schools vested in the Commissioners of National Education or in trustees, the Commissioners will inflict such penalty as they may deem adequate, if the teacher fails to fulfil these conditions.

* The Board of Public Works have prepared four designs for teachers' residences, any one of which the applicant may adopt, the maximum loan obtainable in any case being £250.

SCHEDULE XVIII.

PROGRAMMES.

PROGRAMMES OF INSTRUCTION FOR NATIONAL SCHOOLS.

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(*a.*) Schools under three or more teachers	78
(*b.*) Schools under two teachers, ...	91
(*c.*) Schools under one teacher, ...	96
(*d.*) Infants' schools, ...	89

INTRODUCTION.

These programmes are drawn up for schools varying in type according to the number of the staff employed, so as to indicate the extent of the requirements of the Commissioners, but the managers are at liberty to submit for approval, through the inspectors, alternative schemes of instruction to suit the needs of any particular locality.

The teacher is required to keep a Progress "Record," which should set forth fully the course of instruction aimed at in each subject, and the portion of the programme taught must be recorded in this book at the close of each month.

As expert teaching in the higher branches of manual instruction is not available, in the majority of National schools, this subject need not be taught beyond the second standard. In cases, however, where expert teaching is available, the managers are at liberty to submit courses of instruction in this branch for the third and fourth standards. In the fifth and higher standards the attendance of pupils at central classes for instruction in the subjects of manual and practical instruction, including cookery and laundry work, may, with the sanction of the Commissioners, be counted as part of the school attendance. Cookery and laundry work should, however, be taught as part of the ordinary school programme to girls enrolled in the fifth and higher standards when suitable provision for instruction in these subjects is available. Girls who have reached the age of eleven years may, if the manager so desires, attend the classes in cookery and laundry work, even though they are enrolled in a lower standard than fifth.

A fee of five shillings may be earned in respect of each pupil who is taught cookery or laundry work in a National school, but the fee cannot be paid for the same pupil for more than two years in cookery, nor for more than one year in laundry work, and both fees cannot be claimed for the same pupil in the same year.

It is expected that a regular course of lessons on hygiene and temperance shall be given in all schools. For the convenience of schools that are not required to teach science, a detailed programme under the title of "Simple lessons on health and habits" is introduced. As the principles underlying instruction in hygiene and temperance form part of the science programmes, the lessons on health and habits should be embodied in the syllabuses of schools that include the teaching of science in their curriculum.

In order that the full fee may be earned for cookery or laundry work in a girls' or mixed school the inspector must certify that suitable instruction is given in hygiene. For girls' and mixed schools, under two or more teachers, in which the members of the staff have received training in elementary science, a course of domestic science, including lessons on health and habits, must be included in the curriculum.

All rural schools are recommended to take up, as far as possible, the course of object lessons prescribed on page 98, which is intended as a practical scheme of instruction in nature study.

If the circumstances of a school render it desirable that instruction should be given in any branch hitherto regarded as an extra subject, provision should be made to include the subject in the ordinary curriculum of the school. The increments of salaries and the promotion of the teachers to the higher grades depend in a large measure on the successful teaching of such branches.

A course of mathematics is regarded as indispensable in all boys' schools (or in mixed schools under a master) with two or more teachers, and no such school can in future be regarded as doing really satisfactory work unless one of the optional mathematical courses is efficiently taught.

The teachers are required to be thoroughly familiar with the "Notes for Teachers," and are expected to show evidence of preparation for the work of the school on the occasion of the inspectors' visits.

PROGRAMME FOR SCHOOLS UNDER THREE OR MORE TEACHERS.

For the programmes for infants, see page 90.
Written exercises in all subjects must be regularly signed, dated, and preserved for inspection.

ENGLISH.

Reading and Spelling.

Note.—*Reading must include the explanation and subject matter of the lessons. In all standards above the first, the reading at sight of passages from any suitable book approved by the Commissioners other than Readers in use must be practised.*

First Standard.

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a First Reader, and to write phrases and sentences from it. A simple story book should supplement the ordinary Reader.
Oral spelling may be practised.

Second Standard.

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Second Reader; and to recite at least forty lines of verse from it.
A suitable story book should supplement the ordinary Reader.
Proficiency in spelling should be acquired mainly through reading, transcription, and dictation.
Oral spelling may also be practised.

Third Standard.

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Third Reader; and to recite at least sixty lines of verse from it.
A suitable story book should supplement the ordinary Reader.
Proficiency in spelling should be acquired mainly through reading, transcription, and dictation.
Oral spelling may also be practised.

Fourth Standard.

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Literary Fourth Reader; and to recite at least eighty lines of verse from it.
An interesting book of travel or adventure, and a suitable Historical Reader should also be used.
Proficiency in spelling should be acquired mainly through reading, dictation, and composition.

Fifth Standard.

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Literary Fifth Reader; and to recite eighty lines of verse from it.
A suitable Historical Reader should also be used, and a standard work of popular interest introduced.
Proficiency in spelling should be acquired mainly through reading, dictation, and composition.

Sixth Standard.

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Literary Sixth Reader; and to recite eighty lines of verse from it.
A suitable Historical Reader or text-book in history should also be used, and a standard work of popular interest introduced.
Proficiency in spelling should be acquired mainly through reading, dictation, and composition.

Seventh standard.

Some standard works (including prose and poetry) should be read and studied as literature.

A short period of history should be studied.

WRITING.

First, second, and third standards.

To copy with fair imitation suitable models, which should be written mainly on the blackboard.

Fourth standard.

To write a free and legible hand.

Fifth standard.

To write a free and legible hand. Large hand should be practised occasionally

Sixth standard.

As in the fifth standard; and, in addition, simple exercises in book-keeping.

Seventh standard.

As in the sixth standard.

COMPOSITION.

NOTE.—*Attention should be given to oral composition in all standards. The subject matter of reading lessons and of science and object lessons may be utilized for composition.*

First standard.

To form sentences orally, and to answer occasionally in complete sentences.

Second standard.

As in the first standard; also the reproduction by pupils, in their own words, of the subject-matter of the lesson read.

Third standard.

To write from memory the substance of short stories.

Fourth standard.

Short descriptions on paper of familiar objects.

Fifth standard.

Letter-writing.

Sixth and seventh standards.

Essays and letters well expressed, carefully written and punctuated. (Correct spelling as well as good grammar should be insisted on).

GRAMMAR.

NOTE.—*Text-books should not be used by pupils until they have reached the fifth standard. Easy parsing exercises may be taken in connection with analysis in the fifth and higher standards.*

Third standard.

Very easy analysis.

Fourth standard.

Easy analysis. To distinguish intelligently the parts of speech, and to know the more important inflections.

Fifth standard.

More advanced analysis of simple sentences. Etymology and syntax particularly so far as they bear on the correction of errors made by the pupils in speaking, or in written composition. Easy parsing.

Sixth standard.

Analysis, etymology, and syntax, correction of errors. Common roots, prefixes, and affixes.

Seventh standard.

As in the sixth standard.

GEOGRAPHY.

NOTE.—*Geographical Readers may be used in the fourth and higher standards. Text-books may be used in the fifth and higher standards.*

First and second standards.

Object lessons introductory to geography.

Third standard.

Schoolhouse and premises (plan and map). Geographical terms and definitions which should be learnt as far as possible from the natural features of the locality. Cardinal points.

Fourth standard.

General knowledge of the map of Ireland. The Globe (only the position of Ireland and the relative positions of the continents and oceans need be taught.)

Fifth standard.

Geography of Ireland fully, with interesting information on more important ocalities. The map of the world.

Sixth standard.

Elementary mathematical and physical geography. Maps of Europe and Great Britain.

Seventh standard.

Geography of Europe, and a general knowledge of the geography of the British mpire and of the map of the United States.

ARITHMETIC.

NOTE.—*Arithmetic should be worked in the desks and, as far as possible, on paper.*

The tables of money, weight, measure, &c., should be illustrated and taught practically.

Particular attention should be given to mental arithmetic.

First standard.

(*a.*) Numeration and notation up to and including three places of figures.
(*b.*) Addition and subtraction tables.
(*c.*) Easy exercises in addition.
(*d.*) Easy mental exercises in addition and subtraction of concrete numbers.
(*e.*) Simple exercises involving a knowledge of the sub-divisions of a shilling.

Second standard.

(*a.*) Numeration and notation up to and including three places of figures.
(*b.*) The multiplication table up to and including ten times.
(*c.*) Easy exercises in addition and subtraction, and multiplication by one figure.
(*d.*) Easy mental exercises in addition, subtraction, and multiplication (concrete numbers.)
(*e.*) Simple exercises involving a knowledge of the sub-divisions of a pound sterling

Third standard.

(*a.*) Numeration and notation of whole numbers up to and including six places.
(*b.*) Multiplication and pence tables.
(*c.*) The simple rules, including easy problems, using concrete numbers.
(*d.*) Simple exercises in the addition, subtraction, multiplication, and division of sums of money less than a pound sterling.
(*e.*) To know the meaning of one-half, one-third, one-fourth, &c., up to one-tenth.
(*f.*) To measure lines in inches and tenths of an inch, and to record the result in decimal notation.
(*g.*) Simple exercises involving a knowledge of the sub-divisions of a yard (long measure).
(*h.*) Easy mental exercises, involving the use of concrete numbers, on the rules learned.

Fourth standard.

(*a.*) Numeration and notation of whole numbers, and of decimals to two places.
(*b.*) Tables of avoirdupois weight, long measure, and time.
(*c.*) The simple rules, involving decimals to two places. Compound rules (money only). Multipliers and dividers in compound rules and in decimals should be whole numbers not exceeding ten, or numbers composed of two factors which do not exceed ten. Reduction of money, avoirdupois weight, long measure, and time, limited in the same exercise to two steps.
(*d.*) To measure a line and its parts in inches and tenths of an inch, and in centimetres and millimetres, and to record the result in decimal notation. To measure the area of regular figures on squared paper by counting squares.
(*e.*) Easy mental exercises on the rules learned.

Fifth standard.

(*a.*) Tables in common use.
(*b.*) Compound rules and reduction (exercises as a rule to be short). Shop bills. The unitary method, easy exercises in decimals, and in addition and subtraction of vulgar fractions—the latter to be taught chiefly as mental arithmetic.
(*c.*) To have an intelligent knowledge of the method of calculating the areas of rectangles and hence of triangles, and to work exercises from pupils' own measurements. To measure approximately the area of irregular figures on squared paper by counting squares.
(*d.*) Easy mental calculations.
(*e.*) An elementary practical knowledge of the metric system. (Length, area, volume, weight.) This may be gained by measuring and weighing in the metric system.

Sixth standard.

(*a.*) Simple proportion, practice, decimals (not circulating), vulgar fractions.
(*b.*) To have an intelligent knowledge of the methods of calculating the surfaces and the cubic content of rectangular solids and to work exercises from pupils' own measurements. An elementary practical knowledge of the measurement of angles and arcs.
(*c.*) Mental calculations.

Seventh and eighth standards.

(*a.*) A knowledge of the preceding courses in arithmetic, with special attention to the reasons of the processes employed. Decimals, simple interest, averages, percentages, stocks, square root, compound proportion.
(*b.*) Easy mensuration of rectilineal figures and of the circle.
Ratio of sides of similar triangles.
(*c.*) Mental calculations.

SINGING.

(*A.*) Tonic Sol-fa or (*B.*) Staff Notation.

First standard.

(A.) 1. To sing from the teacher's pointing on the modulator the tones of the chord of *doh* in any easy order.
2. To sing sweetly, in unison, any three approved school songs.

(B.) To sing sweetly, in unison, any three approved school songs.

Second standard.

(A.) 1. To sing from the teacher's pointing on the modulator the tones of the chord of *doh* in any order.

2. To sing any six previously prepared exercises with time and tune combined on the first step of the method.

3. To sing sweetly, in unison, any four approved school songs.

(B.) 1. To sing from the teacher's pointing on a blank staff, the tones of the chord of *doh* in any order.

2. To sol-fa any six previously prepared exercises of a very elementary character, with tune and time combined.

3. To sing sweetly, in unison, any four approved school songs.

Third standard.

(A.) 1. To sing from the teacher's pointing on the modulator the tones of the chords of *doh* and *soh* in any easy order.

2. To sing any six previously prepared exercises with time and tune combined on the second step of the method.

3. To sing sweetly, in unison, any six approved school songs.

(B.) 1. To sing from the teacher's pointing on a blank staff, the tones of the chords of *doh* and *soh* in any easy order.

2. To sol-fa any six previously prepared exercises of an elementary character, with time and tune combined.

3. To sing sweetly, in unison, any six approved school songs.

Fourth standard.

(A.) 1. To sing from the teacher's pointing on the modulator simple passages in the major diatonic scale.

2. To sing any six previously perpared exercises with time and tune combined on the third step of the method.

3. To sing sweetly, in unison, any eight approved school songs.

(B.) 1. To sing from the teacher's pointing on a blank staff, simple passages in the major diatonic scale.

2. To sol-fa any six previously prepared exercises of a simple character, containing all the tones of the major diatonic scale.

3. To sing sweetly, in unison, any eight approved school songs.

Fifth and sixth standards.

(A.) 1. To sing from the teacher's pointing on the modulator simple passages, including transition to first sharp or flat keys; also simple passages in the minor mode.

2. To sing any six previously prepared exercises with time and tune combined, containing transitions of one remove.

3. To sing from notes, in two or more parts, any three approved school songs.

(B.) To sing from the teacher's pointing on a blank staff, simple passages in the keys of G, D, F, or B♭; also simple passages in the minor mode.

2, To sing any six previously prepared exercises with time and tune combined. in the keys of G. D, F, or B♭.

3. To sing from notes, in two or more parts, any three approved school songs.

Seventh standard.

(A.) 1. To sol-fa, from teacher's pointing on a blank staff, simple diatonic passages in any key.

2. To sing any six previously prepared exercises of a simple character in staff notation—each exercise to be in a different key.

3. To sing from notes in either tonic sol-fa or staff notation, and in two or more parts, any three approved school songs.

(B.) 1. To sing from the teacher's pointing on a blank staff, diatonic passages in any key.

2. To sol-fa any six previously prepared exercises of a fairly advanced character —each exercise to be in a different key.

3. To sing from notes, in two or more parts, any three approved school songs.

DRAWING.

NOTE.—*Paper should be used in all standards above the infants' standard. Dotted paper may be used in the first standard, and in the second standard for ruling figures.*

First standard.

(*a.*) Ruling lines and simple figures from measurement on plain paper.
(*b.*) Freehand straight-line figures on plain paper.

Second standard.

(*c.*) More advanced exercises in (*a*) and (*b*).
(*d.*) Ruling figures from the black-board without measurement, and from dictation.
(*e.*) Freehand straight line and simple curved figures on plain paper.

Third standard.

(*f.*) More advanced exercises in (*d.*) and (*e.*), and simple right-line figures from actual objects. (Envelope, window, door, black-board, &c.)
(*g.*) Freehand from memory.
(*h.*) Bold curves with guide lines.

Fourth standard.

(*i.*) More advanced exercises in (*g.*) and (*h.*).
(*j.*) Simple freehand copies from wall charts or black-board, and occasionally from small copies.
(*k.*) Simple exercises in drawing to scale on plain paper.
These exercises should be made from roughly drawn dimensioned sketches and occasionally from actual measurements of rectangular surfaces of common objects, such as tablets, maps, &c.

Fifth standard.

(*l.*) More advanced exercises in (*j.*) and (*k.*).
(*m.*) Model drawing of simple regular figures, or simple geometrical drawing.
(*n.*) Designs in freehand, partly original.

Sixth standard.

(*o.*) More advanced exercises in (*m.*) and (*n.*).
(*p.*) Original designs in freehand.
(*q.*) Model drawing of simple common objects, or more advanced geometrical drawing.
(*r.*) Easy scale making.

Seventh standard.

(*s.*) More advanced exercises in (*q.*).
(*t.*) Drawing simple natural objects, such as a leaf, a flower, &c.
(*u.*) Shading.

NEEDLEWORK (GIRLS).

NOTE.—*The junior standards should, as a rule, use coloured thread in working specimens.*

First standard.

To knit on two needles, learning how to cast on stitches, to fold a strip of paper as if for turning down a hem, to thread a coarse needle, and to use a thimble for putting the needle through the paper in making a hemming stitch. To hem with coloured cotton.

Second standard.

To knit on four needles (a wristlet), learning how to cast off stitches; to hem on calico, and to run. When material is available, and sufficient practice has been had, the pupils should be occupied in hemming squares for handkerchiefs and the like.

Third standard.

To knit the leg of a sock or stocking, with rib; also to top-sew, and to run and fell, and to make a simple pinafore or a woman's apron. One of these articles to be completed by pupil during year.

Fourth standard.

The work of previous year; also to turn the heel of a stocking and to pick up stitches for foot; to stitch, to do plain patching, to sew on strings, to make a chemise or a more advanced style of pinafore than is taught in previous class. One of these garments to be completed during year.

Fifth standard.

The work of previous year, with increased proficiency; also to narrow for toe of sock, and close it; and (in sewing) to work a buttonhole, to sew on a button, and to darn a round hole in stocking-material, running to half an inch beyond hole, and leaving loops. To cut out a chemise. Garment to be made during year —a chemise, with opening in front closed by button and buttonhole.

Sixth standard.

Work of previous year; to shape the leg of a long stocking by narrowing; to sew on gathers, to patch flannel with herring-bone stitch, to cut out an overall or a boy's shirt. Garment to be made—an overall with yoke and sleeves, a girl's nightdress, or a boy's shirt. This standard should be taught how to mend worn articles of clothing by darning and patching, done on garments in need of repair.

Seventh standard.

As in the sixth standard, with greater proficiency.

PHYSICAL DRILL.

NOTE.—*Suitable games should be encouraged by teachers during play time. Great attention should be paid to the manners and deportment of the pupils. They should be trained to habits of prompt obedience. Energy, gracefulness, and precision of movement in the various exercises should be particularly cultivated.*

First standard.

March in step; right and left turns as in marching. Head movements. Combination exercises. Musical drill, if possible.

Second standard.

March at uniform rate at even distances and with good carriage. Right, left, half-right, and half-left turns. March to position for exercise instead of wheeling. Arm exercises. Head movements. Body (trunk) movements. Feet and leg movements. Combination exercises. Musical drill, if possible.

Third and fourth standards.

Marching (as for second standard). Change step on the march. Countermarching. Running in step. Turns—right turn; left turn; half-right turn; half-left turn; right-about turn. Wheeling in fours, forwards and backwards. Opening and closing of ranks for exercises. Dumb-bells where possible.

Fifth, sixth, and seventh standards.

Marching (as for former standards). Change step, and do the right-about turn on the march. March in line forwards and backwards. Turns, wheeling, &c. (as for former standards). Stave or Indian club exercises.

MANUAL INSTRUCTION AND KINDERGARTEN.

First standard.

Stick-laying—Forming lines, angles, and figures. Placing from dictation, placing from drawings. Making drawings on dotted paper of simple designs made with the sticks.

Paper-folding. Folding simple borders from plans. Folding simple flat shapes from plans.

Second standard.

More advanced exercises in paper-folding. Drawing plans of various simple folds on dotted paper and on the blackboard.

Observations of a solid. Placing two bricks from plan and elevation, and from description. Drawing the plan and elevation of two bricks placed in different positions.

Third standard.

Programme to be submitted for approval. (Optional.)

Fourth standard.

Programme to be submitted for approval. (Optional.)

OBJECT LESSONS AND ELEMENTARY EXPERIMENTAL SCIENCE.

Object Lessons (Boys and Girls).

First, second, and third standards.

A well-considered, and, as far as possible, connected scheme of thirty object lessons selected from the following subjects:—

(1.) Geographical lessons as suggested in the "Notes for Teachers."
(2.) Observation lessons on various domestic animals, including fowl.
(3.) Lessons on plant life, including the examination of a few of the more common leaves, wild flowers, crops (farm and garden), a leafless twig, grasses; examination of a germinating seed and growth of seedlings; Simple experiments to show the effect of light, warmth, moisture, air, and soil on the growth of a plant.
(4.) The more striking phenomena of everyday life, *e.g.*, weather, boiling and freezing of water, evaporation, burning of a lamp, candle, and fire. Dissolving and melting, &c.
(5.) Examination of a few common food materials, *e.g.*, flour, eggs, sugar, milk.

Elementary Experimental Science (Boys).*

Note.—*In the fourth and higher standards in rural schools one half-hour per week should be devoted to the compilation of a record of observations made during the week—embracing (a.) the general character of the weather; (b.) the condition of trees and hedges; (c.) wild flowers; (d.) birds and other animals; (e.) farm operations; (f.) condition of farm and garden crops; (g.) other natural objects of interest in the locality.*

In schools where such observations are regularly and systematically carried out, the full course in elementary experimental science provided for the standard or group is not required; in such schools the course in elementary science should aim at affording an explanation of the matters referred to under (e.) and (f.)

It is assumed that pupils in their arithmetic lessons have gained an intelligent grasp of the units of measurement necessary to the course of elementary experimental science.

Fourth standard.

Water displaced by a body totally immersed in it; first notions of force; definition of equal weights; the see-saw or lever leading to a knowledge of the balance; adjustment and use of balance. Applications of the lever, crowbar, fire-tongs, scissors, weighing machine.

* If no teacher in the school has received instruction in elementary experimental science, or if the school is not equipped with apparatus, object lessons on suitable subjects are considered sufficient in all standards to meet the requirements under this head. In rural schools, the programme for object lessons, page 98 may be adopted.

Measurement of size or volume and of weight; weight of unit volume of water, of other liquids, and of solids; water the standard of comparison; weight of unit volume a means of indicating adulteration and quality of materials; water finds its own level; easy experiments with a U tube; flow of water in pipes and rivers.

Experiments and illustrations to show reality of air; methods of removing air from a vessel. Construction of *simple* air and water pumps.

Air has weight; weight of hot and cold air; experiments to illustrate pressure exerted by the atmosphere.

The barometer a means of measuring the changes in pressure of the atmosphere. Daily observations of barometer, kind of day; winds, direction and amount, height of sun at midday.

Fifth standard.

Levers and principle of moments.

Capacity of a bottle by weighing the water it holds; its use to find weight of unit volumes of liquid such as milk, oil, treacle, &c.

Floating bodies—applications to ships; float hydrometer for testing heaviness of liquids.

Apparent loss of weight of bodies suspended in water; application to carriage of rocks, stones, &c., by rivers; the diver.

General effects of heat on animal, vegetable, and mineral matter; expansion by heat of solids, liquids, and gases, with applications to method of fixing tyres to wheels, rivetting, circulation of hot water, ocean currents, winds, draughts, ventilation, &c.

The thermometer used to measure hotness or temperature; distinction between heat and temperature; how each is measured, the effect of the Gulf Stream on the climate of Ireland.

Freezing and boiling of water; bursting of water pipes and of steam boilers.

Soluble and insoluble bodies. Filtration. Dissolving and melting.

Burning of a candle and rusting of iron in air leading to a knowledge of the air we breathe.

Regular weather observations.

Sixth standard.

The uses of the pulley, wheel and axle, wedge and inclined plane treated simply.

The siphon and its uses.

Relative density. Volume of irregular small bodies and of a heavy liquid (mercury).

Heat—measurement of expansion of solids, liquids, and gases; applications of expansion by heat to experiences of everyday life.

Capacity for heat of metals; simple measurements of quantities of heat. Heating by hot water pipes.

Cooling effect of evaporation; applications to plant and animal life.

Nature and composition of air; preparation of oxygen and nitrogen. Effect of animal and vegetable life on air.

Combustion and nature of gas and candle flames. Lamps—construction and use. Nature and functions of breathing. Ventilation.

Seventh and eighth standards.

Pressure of gases and liquids; water and gas supply.

Heat capacity more fully treated.

Change of state (latent heat); applications to evaporation, steam as a motive power, slow formation of ice, steam scalds—clothing, &c. Nature and uses of chalk and lime—hard waters. Nature and composition of water. Natural waters. Dangers of impure water; means of rendering it safe for drinking purposes.

Acids and alkalis; familiar examples of the action of these on one another Soap and soda, and their use in cleaning.

Cleanliness, domestic and personal; disease germs; conditions favourable to their growth; how they are carried from place to place.

The elements entering into the composition of the human body. The necessity of maintaining the supply of these in the form of food. Importance of mixed diet. Food as the fuel for the maintenance of the body temperature. The kinds of food that supply the needs of the body.

General functions and structure of the digestive system; the principal changes that foods undergo. Respiration and circulation of the blood.

Putrefaction and decay. Organisms producing decay and deodorisers and disinfectants.

DOMESTIC SCIENCE (GIRLS' AND MIXED SCHOOLS).*

Programme for the fourth and higher standards.

(*It is assumed that pupils in their arithmetic lessons have gained an intelligent grasp of the units of measurement necessary to this course of experimental work*).

Fourth standard.

Water displaced by a body totally immersed in it. First notions of force; definition of equal weights. Weight of unit volumes of water, of other liquids, such as milk and diluted milk, cream, cold tea, oil, &c., and of solids. Water the standard of comparison; weight of unit volume a means of indicating adulteration and quality of materials.

Air exerts pressure. "Water finds its own level" if air pressure on both surfaces is the same. Pressure of water and gas supply.

Experiments and illustrations to show that air is a real substance. Methods of removing air from a vessel. Air has weight. Hot air is lighter than cold air, and therefore rises above cold air in a room; the used air from a fire, a lamp, or our lungs, is hot and rises; first notions of natural ventilation.

The barometer a means of measuring the changes in pressure of the air, an indicator of wet or fine weather. Daily observations of the weather—barometer, kind of day, wind, height, of sun at mid-day. The seasons.

Fifth standard.

Bodies which float in water are lighter than water. Weight of liquid displaced by a floating body. Floats used for testing the purity of milk, and strength of other liquids. Use of a brine solution for testing the freshness of eggs. General effects of strongly-heating animal and vegetable foods; the amount of water and amount of unburnable ash in common food materials; differences noted on burning animal and vegetable foods. Expansion by heat of solids, liquids and gases. Cracking of glass vessels and lamp chimneys owing to unequal expansion. Expansion of water when heated; the circulation of hot water.

The thermometer—to measure hotness or temperature; temperature of rooms, of hot bath, of the body in health and in sickness. Freezing and boiling points of water; expansion of water when freezing; bursting of water pipes; ice lighter than water.

Expansion of air by heat; application to winds, draughts, chimneys; effect of strong draught on burning of a fire; breathing and burning both make the air hot and poisonous; necessity for ventilation; natural ventilation; ventilators.

Melting, boiling, evaporation; absorption of heat during these changes; cooling of body due to perspiration; dangers of damp clothes, of damp beds; "airing of clothes"; heating power of steam.

Moisture in the atmosphere; condensation of moisture in the air; distillation. Soluble and insoluble substances used in the household; distinction between dissolving and melting. Foods must be rendered soluble before they can pass into the blood stream and nourish the body. Determination of the amount of solid matter in common beverages.

Sixth standard.

Determination of water and ash in some common foods. Loss of weight during roasting and baking. Transference of heat and applications to modes of cooking; heating by conduction, convection, and radiation, and their common applications. Open fires and closed stoves. Air a bad conductor of heat, application to clothing.

Combustion or burning in air; composition of air; products of combustion of candle, lamp and food materials; similarity of burning and breathing; the organs of breathing; importance of exercise in strengthening the organs of breathing; maintenance of the body temperature. Effects of heating metals in air; the active and inactive parts of air. The burning of inflammable substances, such as phosphorus and sulphur in air. Preparation and examination of the active and inactive parts of air. The burning of carbon, of fuel and of food material, in the active part of air (oxygen); carbonic acid gas. The coal fire, coal gas, flame. Care and use of oil lamps.

Chief types of food materials Starch (and sugar), fat, and lean. The making of a loaf of bread; fermentation of starch and sugar by yeast; production of carbonic acid gas and alcohol. The nature of alcohol; its value as a food, and as a stimulant; the dangers of alcohol; its effects on the body when taken in excess. Yeast substitutes, bread soda, baking powder.

* See foot-note on page 85.

Seventh standard.

Water supply; properties of natural waters; water as a food; other uses of water. Hard and soft waters; measurement and removal of hardness; "fur" on kettles in which hard water has been boiled. Contamination of water used for domestic purposes; purification by boiling; dangers of cheap filters.

Preparation and burning of "inflammable air" (hydrogen); composition of water; water produced by most substances when burning.

Acids and alkalis; their action upon one another, and upon colouring matters and fabrics.

The action of heat and acids on chalk.

Soap and soda; manufacture and uses.

The elements entering into the composition of the human body; the necessity of maintaining supply of these in the form of food; importance of mixed diet. Food as the fuel for the maintenance of the body temperature. The chief types of food material.

General functions and structure of the digestive system; the principal changes that foods undergo. Respiration and circulation of the blood.

Germs of decay and disease; conditions favourable to germ life; the influence of germs (bacteria) in daily life.

COOKERY (GIRLS).

(For pupils of the fifth and higher standards) also for pupils of the lower standards that are over eleven years of age).

For detailed syllabus and schemes of work see "Notes for Teachers."

GENERAL.—Kitchen work, setting and lighting fires; cleaning and management of a range or stove.
Scullery work, cleaning kitchen utensils, dishes, plates, knives, &c.
Boiling or steaming, roasting, frying.

EGGS.—Boiling, poaching, frying; scramble egg, custard, pancakes.

VEGETABLES.—Root—potatoes, turnips, &c.
Green—cabbage, cauliflowers, peas, &c.

SAUCES.—White sauce (melted butter); gravy.

MEAT.—Boiling or steaming; stewing.
Roasting, baking, frying, or grilling.
Re-heating, mince, hash, rissoles, &c.
(Joints suitable for each mode of cooking).

FISH.—Boiling, frying, and baking.
(Fish suitable for each mode of cooking).

SOUP.—Lentil; vegetable; meat.

BREAD, &C.—Soda bread; yeast bread.
Cakes, not more than three.
Pastry—plain, suet, and flaky.

PUDDINGS.—Milk puddings, rice, &c.
Suet puddings, suet dumplings, &c.
Batter puddings.
Tarts—rhubarb, apple.

PRESERVES.—Gooseberry jam, apple, and blackberry jellies.

INVALID AND SUNDRIES.—Beef tea, gruel, whey, &c.
Tea, coffee, porridge.
Laying breakfast and dinner table.

(Instruction in cookery need not be given during the hot summer months.)

LAUNDRY WORK (GIRLS).

(For pupils of the fifth and higher standards; also for pupils of the lower standards that are over eleven years of age).

For detailed syllabus see "Notes for Teachers."

The instruction should include lessons on :—

1. Utensils.—Cleansing and care of tubs, irons, clothes-lines, &c.
2. Materials.—Water, soap, soda, borax, starch, blue, &c.
3. Preparation for washing day.
4. Washing.—Linen, woollen, cotton prints, muslin and lace.
5. Starching and stiffening processes.
6. Methods of drying and hanging out of clothes.
7. Bleaching.
8. Ironing, polishing, folding, and airing.
9. Removing stains.
10. Disinfectants.

Articles to be washed :—

Kitchen cloths, handkerchiefs, body-linen, stockings, flannels, collars, cuffs, coloured prints, table linen, lace and silks.

SIMPLE LESSONS ON HEALTH AND HABITS.

Instruction in the laws of health should embrace the following subjects :—

1. Cleanliness (*a.*) *Domestic.*—The origin and dangers of dirt; germs of disease and decay thrive best where there is dirt, darkness, warmth, and moisture. Importance of sunshine and fresh air in the home.
   Cleaning of rooms—the best methods of sweeping, dusting, washing, scrubbing; cleaning of furniture, curtains, carpets, walls, chimneys, sinks and drains, of cooking and eating utensils; importance of clean out-houses, cowsheds, &c. Dangers of manure heaps near house or water supply.

   (*b.*) *Personal.*—Cleanliness of skin, hair, teeth; importance of bathing.
   Frequent changes of clothes worn next the skin; cleaning of outer garments; perspiration; change and airing of bedding.
   The dirty and dangerous habit of spitting; other good and bad personal habits; dirtiness a sign of want of self-respect; signs of good health.

2. Fresh Air.—Breathing; importance of erect carriage and posture, and of exercise to strengthen the muscles which regulate breathing. Changes in air when breathed; necessity for continual supply of fresh air. Ventilation and ventilators; chimneys, doors, windows.

3. Pure Water.—Uses of water; dangers of impure water. How water is contaminated and how it may be made fit for domestic use.

4. Warming and Lighting.—Fires and stoves; laying and lighting the fire, cleaning the stove. Proper temperature of rooms. Nature of burning; compare with breathing.
   Oil lamps, gas, coal.
   Catching cold; dangers of damp clothes, damp beds, damp feet.

5. Food.—Typical food materials—starch, fat, and lean; milk, flour, eggs, meat, bacon, potatoes and green foods; importance of mixed diet; water and salt as food; air as food; food the fuel of the body; overfeeding and underfeeding; regular meals.
   Beverages—tea, coffee, cocoa are stimulants, but have little food value; tea if drunk too strong and in excess acts as a poison; useful if taken in moderation.
   Alcohol—beer, spirits are stimulants of no food value; the effects and dangers of alcohol; its use by young people always harmful; few people really require it; the evils of intemperance.
   The use and abuse of tobacco; everyone can do without it; it is dangerous and poisonous until young people have done growing.

6. Illness.—Minor ailments and accidents—how dealt with. Infectious diseases; isolation; when to send for the doctor.

7. Thrift.—Money earnings, spending, saving, household accounts.

8. Order.—A place for everything, and everything in its place; regular times and regular days for fixed duties; saving time by forethought in arranging one's work properly; finish one task at a time.

PROGRAMME FOR INFANTS IN LARGE SCHOOLS WITHOUT INFANTS' DEPARTMENTS.

English.

To be taught to speak audibly and distinctly. Story-telling by the teacher and the reproduction by pupils in their own words of simple incidents in the stories told.

To read from an Infant's Primer, and to spell words and short phrases taken from the book.

To copy from the blackboard the letters of the alphabet and combinations forming simple words.

N.B.—*The letters should be taught in their order of difficulty.*

Arithmetic.

(*a.*) Decimal ball frame.

(*b.*) To read and write numbers up to 10.

(*c.*) Addition of pairs of concrete numbers, total not to exceed 18; and similar exercises in subtraction.

Singing.

To sing sweetly, in unison with first standard, any three approved songs, one or two of which may be action songs.

Drawing.

Drawing straight lines (vertical, horizontal, and oblique). Easy combinations of straight lines, including very simple designs.

Kindergarten.

Such occupation as can be usefully introduced by the teacher (*e.g.*, stick-laying, bead-threading, &c.).

Drill.

Babies' drill, school games, good manners.

Needlework.

Knitting on two needles, learning to cast on stitches.

Conversational and Object Lessons.

Animal life (dog, cat, &c.).
Plant life (leaves, roots, stems, &c.).
Common things (eggs, butter, birds' nests, &c.).

PROGRAMME FOR SCHOOLS UNDER TWO TEACHERS.

For English and Arithmetic, schools in charge of two teachers may be divided into four groups, consisting respectively of infants; first and second standards; third and fourth standards; and fifth, sixth, and seventh standards.

For other subjects the junior standards may form one group, and the senior standards another.

In giving instruction to the first group, teachers should follow, so far as time may permit, the main outlines of the course of instruction prescribed for infants in a school under three or more teachers (page 90).

NOTE.—*Written exercises in all subjects, must be regularly signed, dated, and preserved for inspection.*

ENGLISH.

READING AND SPELLING.

NOTE.—*In all standards reading must include the explanation and subject matter of the lessons. In the second and higher standards, the reading at sight of passages from any suitable book approved by the Commissioners, other than the Readers in use, should be practised. The reading must be correct and intelligent, and due attention must be paid to phrasing and intonation.*

In each of the three higher groups, a separate Literary Reader should be used.

In each of the two senior groups one Historical Reader will be sufficient.

In the second group a story book, in the third group a book of travel or adventure, and in the fourth group a standard work of popular interest should be introduced.

In the second and third groups, proficiency in spelling should be acquired mainly through reading, dictation, and transcription.

Oral spelling may also be practised.

In the fourth group, transcription should be dispensed with, and composition should take its place. Proficiency in spelling should be acquired mainly through reading, dictation, and composition.

WRITING.

Pupils in the second and third groups should be taught to copy, with fair imitation, suitable models, which should be written mainly on the blackboard.

Pupils in the fourth group should learn to write a free and legible hand, and should have simple exercises in book-keeping.

COMPOSITION.

NOTE.—*Attention should be given to oral composition in all standards.*

Second group (first and second standards).

To form sentences orally; pupils to reproduce in their own words the subject matter of the lesson read.

Third group (third and fourth standards).

To write from memory the substance of short stories.

Short descriptions of familiar objects.

Fourth group (fifth and higher standards).

Letter-writing.

GRAMMAR.

NOTE.—*Text-books should not be used till the pupils have reached the fourth group.*

Third group (third and fourth standards).

(*a.*) Very easy analysis.
(*b.*) To distinguish intelligently the Parts of Speech in an ordinary sentence.

Fourth group (fifth and higher standards).

(*a.*) Easy analysis.
(*b.*) Etymology and syntax, particularly so far as they bear on the correction of errors made by the pupils in speaking, or in written composition. Easy parsing.

GEOGRAPHY.

Junior group (first, second, third and fourth standards).

Suitable introductory lessons in Geography, by reference to the school and its surroundings, and by means of object lessons; and, in addition, a general knowledge of the map of Ireland.

Senior group (fifth and higher standards).

A knowledge of the maps of Europe and Great Britain and a general knowledge of the map of the World, with special reference to the British possessions; also a general knowledge of the elements of mathematical and physical geography.

ARITHMETIC.

NOTE.—*Arithmetic should be worked in the desks, and, as far as possible, on paper.*
The tables of money, weight, measure, &c., should be illustrated and taught practically.
Particular attention should be given to mental arithmetic.

Second group (first and second standards).

(*a.*) Numeration and notation up to and including four places of figures.
(*b.*) Addition, subtraction, and multiplication tables up to 10 times.
(*c.*) Easy exercises in addition and subtraction, and multiplication by one figure.
(*d.*) Easy exercises involving a knowledge of the sub-divisions of a shilling and of a pound sterling.
(*e.*) Easy mental exercises in addition and subtraction of concrete numbers.

Third group (third and fourth standards).

(*a*). Numeration and notation of whole numbers, up to and including six places, and of decimals of one place.
(*b.*) Multiplication and pence tables and tables of avoirdupois weight, long measure, and time.
(*c.*) Simple and compound rules. (Money only, multipliers and divisors not to exceed 10, or to be composed of two factors not exceeding 10).
(*d.*) Reduction of money, avoirdupois weight, and time, limited in the same exercise to two steps.
(*e.*) To know the meaning of one-half, one-third, etc., up to one-tenth.
(*f.*) To measure a line, and its parts in inches, and tenths of an inch, and to record the result in decimal notation. To measure the area of rectangular figures on squared paper.
(*g.*) Very easy mental exercises of a practical character in the simple and compound rules, the exercises in the compound rules to be limited to money calculations.

Fourth group (fifth and higher standards).

(*a.*) Tables in common use.
(*b.*) Compound rules and reduction. Shop bills. The unitary method, simple and compound proportion, simple interest, practice, decimals, and vulgar fractions. To calculate from pupils' own measurements the areas of rectangles, and hence of triangles, and the surface, and cubic contents of boxes, rooms, &c. (Squared paper will be found useful.)
(*c.*) Linear measurements according to the metric system.
(*d.*) To be expert in mental calculations.

SINGING.

Junior group (infants, first and second standards).

Six easy school songs.
Simple modulator exercises in the chords of *doh* and *soh*.

Senior group (third and higher standards).

Six school songs, of which two, if possible, should be rounds or part songs. Song books should be used by the pupils.
Modulator exercises on the major diatonic scale, with easy transition to the first sharp and flat keys.
Graduated exercises of moderate length in tune and time combined.
At least two new songs should be taught every year in each group.

NOTE.—*If staff notation be selected a programme of corresponding difficulty should be submitted for approval.*

DRAWING.

NOTE.—*Paper should be used in all standards above the infants' standard. Dotted paper may be used in the first standard.*

Junior group (infants, first and second standards).

(*a.*) Freehand—Straight-line and simple curved figures.
(*b.*) Ruling straight-line figures from given measurements.
(*c.*) Combinations of (*a*) and (*b*).

Senior group (third and higher standards).

(*a.*) Freehand—More difficult straight-line and curved figures on plain paper.
(*b.*) Original designs in freehand, or drawing of simple forms from memory.
(*c.*) Model drawing of simple objects, or easy geometrical drawing, including drawing to scale.

NEEDLEWORK (GIRLS).

Junior group (infants, first and second standards).

NOTE.—*Pupils in this group should, as a rule, use coloured thread in working specimens.*

Knitting with four needles, hemming, running, and top-sewing.

Senior group (third and higher standards).

Knitting a stocking, and darning, running and felling, patching, stitching, working buttonholes, sewing on buttons and strings, sewing on gathers, herring-bone stitch.
To cut out and put together in each year one of the following:—Pinafore, chemise, boy's shirt, girl's nightdress, overall.

PHYSICAL DRILL

NOTE.—*Great attention should be paid to the manners and deportment of the pupils. They should be trained to habits of prompt obedience. Energy, gracefulness, and precision of movement in the various exercises should be particularly cultivated.*

Junior group (infants, first and second standards).

Head, arm, body, feet and leg movements. Right, left, about turns, Marching in step at regular intervals. Musical drill, and stave, club, or dumb-bell exercises, where practicable.

Senior group (third and higher standards).

Movements and exercises of a more advanced kind, the turns and forming fours. Bar-bell and dumb-bell exercises should be introduced where possible.

MANUAL INSTRUCTION AND KINDERGARTEN.

Manual instruction may be confined to the junior group, for which suitable kindergarten occupations with paperfolding or brickwork are sufficient.

OBJECT LESSONS AND ELEMENTARY EXPERIMENTAL SCIENCE.

Junior group (infants, first, second, and third standards). Boys and Girls.

See the programme (object lessons) on p. 85.

Senior group (fourth and higher standards).

In the case of schools in which a member of the staff has received training in elementary experimental science, systematic instruction should be given according to the following programme:—Course A to be taken up in the first year, and course B to be taken up in the second year. For more detailed syllabuses see "Notes for Teachers." (See also note for rural schools, page 85).

If neither teacher has been trained in elementary experimental science, object lessons on suitable subjects are considered sufficient in all standards to meet the requirements under this head. In rural schools the programme for object lessons page 98, may be adopted.

It is assumed that pupils in their arithmetic lessons have gained an intelligent grasp of the units of measurement necessary to the course of elementary experimental science.

Boys' Schools.

A.

Use of pipette, burette, and graduated cylinder.
Definition of equal weights.
See-saw.
Use of balance.
Weight of 1 c.c. of water.
Weight of 1 c.c. of other liquids.
Air has weight.
Barometer.
The Thermometer.
Weather observations.
Effects of heat upon water.
" " " iron.
" " " cheese.
" " " bread.
Burning a candle and other combustible substances in air.
Rusting of iron: its effect upon air.
Preparation of oxygen.
Carbon burnt in oxygen.

Use of pipette and burette
Definition of equal weights.
See-saw.
Use of balance.
Weight of 1 c.c. of water.
Weight of 1 c.c. of other liquids.
Air has weight.
Barometer.
The Thermometer.
Weather observations.
Pressure of the atmosphere, the siphon, melting and dissolving, evaporation, boiling, distillation.
Expansion of air, ventilation.
Chalk and lime, The lime kiln.
Conversion of chalk (or limestone) into lime.
Preparation of "chalk gas" by heat and by acids.
Composition of chalk.
Hard-water.
Manufacture of "chalk-gas" in the lungs; identification with carbonic acid gas.

Girls' and Mixed Schools.

A.

Measurement of volume; use of graduated instruments, cylinder, burette, and pipette. Volume of larger bodies, *e.g.*, potato, egg, by overflow jar.

Measurement of weight; use of balance to weigh cubes of wood, potato, egg, etc.

Weight of unit volume (1 c.c.) of water.
Weight of unit volume (1 c.c.) of milk, diluted milk, tea, beer, etc.; small food value of tea and alcoholic beverages.
Illustrations and simple experiments to show that air is a real substance.
Weight of unit volume (1 c.c.) of air. Pressure exerted by the atmosphere.
The construction and use of the barometer; daily readings.
General nature of changes produced by heat, rise of temperature, changes in appearance, mechanical properties; changes in substance (chemical changes).

Effects of heat upon:—

(*a.*) WATER.—Boiling and freezing, steam and ice.
Distillation and evaporation; distillation of fermented sugar solution; nature of alcohol. Drying of clothes; evaporation of moisture on skin; cooling effect of evaporation.
Clouds, dew, rain, frost, snow.
Rain water and hard water; effect of soap on hard water; methods of softening hard water.
Soluble and insoluble substances; most soluble substances dissolve more readily in hot water than in cold.
Filtration, contamination of drinking water, removal of impurities.
Expansion of water and other liquids by heat. The thermometer a measure of hotness.

(*b.*) AIR.—Expansion of air by heat.
Hot air lighter than cold air; moisture in air, draughts, winds.
Necessity for and means of obtaining a supply of fresh air.

(*c.*) FOOD SUBSTANCES.—Effects observed when bread, cheese, fat, and lean meat are strongly heated until only ash remains; per centage of ash.
The moisture contained in food substances.

B.

Measurement of volume; use of graduated instruments, cylinder, burette, and pipette. Volume of larger bodies, *e.g.*, potato, egg, by overflow jar. Measurement of weight; use of balance to weigh cubes of wood, potato, egg, etc.
Weight of unit volume (1 c.c.) of water.
Weight of unit volume (1 c.c.) of milk, diluted milk, tea, beer, etc.; small food value of tea and alcoholic beverages.
Water displaced by a floating body; to make a brine solution in which an egg remains suspended.
Illustrations and simple experiments to show that air is a real substance.
Weight of unit volume (1 c.c.) of air. Pressure exerted by the atmosphere.
The differences between fresh and breathed air; the necessity for and means of obtaining ventilation.
Combustion of a candle in air; burning of a small lamp and of phosphorus in air; air necessary to burning; the active and inactive parts of air.
Effects observed on strongly-heating fuel—coal, wood, peat.
Effects observed on strongly-heating metals in air—iron, copper, lead. Red lead heated gives "active air" (oxygen).
Preparation and properties of active air. Carbon burnt in oxygen. Carbonic acid gas. Similarity of breathing and burning.
Nature of acids—vinegar, spirits of salt, their action on washing soda, bread soda, and chalk.
Slow or "wet burning" of food in the human body. How food is transferred to the blood stream to nourish the body.
The importance of germs in daily life; application to cleanliness, ventilation, illness and putrefaction of food material.

COOKERY (GIRLS).

(See page 88.)

LAUNDRY WORK (GIRLS).

(See page 89.)

SIMPLE LESSONS ON HEALTH AND HABITS.

(See page 89.)

PROGRAMME FOR SCHOOLS UNDER ONE TEACHER.

For English and arithmetic, schools in charge of one teacher may be divided into three groups, consisting respectively of infants and first standard; second and third standards; and fourth, and higher standards. For other subjects the junior standards may form one group, and the senior standards another.

NOTE.—*Written exercises in all subjects must be regularly signed, dated, and preserved for inspection.*

ENGLISH.

READING AND SPELLING.

NOTE.—*In all standards reading must include the explanation and subject matter of the lessons. In the second and third groups the reading at sight of passages from any suitable book approved by the Commissioners other than the Readers in use should be practised. The reading must be correct and intelligent, and due attention must be paid to phrasing and intonation.*

A primer should be used in the first group, and a separate Literary Reader in the second and third groups.

In addition to the Literary Reader, an Historical Reader should be used in the third group.

Simple story-books should be used in the first and second groups. In the third group, a standard work of popular interest should be introduced.

Proficiency in spelling should be acquired mainly through reading, dictation, and transcription.

Oral spelling may also be practised.

In the third group transcription should be dispensed with and composition should take its place.

WRITING.

Pupils in the first and second groups should be taught to copy, with fair imitation, suitable models, which should be written mainly on the blackboard.

Pupils in the third group should learn to write a free and legible hand.

COMPOSITION.

NOTE.—*Attention should be given to oral composition in all standards.*

Second group (second and third standards).

To form orally and to write simple sentences; pupils to reproduce, in their own words, the subject-matter of the lesson read.

Third group (fourth and higher standards).

To write frequently short descriptions of familiar objects and letters on simple subjects.

GRAMMAR.

Third group (fourth and higher standards).

Easy analysis. Correction of local vulgarisms.

GEOGRAPHY.

Junior group (second and third standards).

Suitable introductory lessons in Geography by reference to the school and its surroundings, and by means of object lessons.

Senior group (fourth and higher standards).

General knowledge of the geography of Ireland, and of the maps of Great Britain and the World.

ARITHMETIC.

NOTE.—*Arithmetic should be worked in the desks, and, as far as possible, on paper. The tables of money, weight, measure, &c., should be illustrated and taught practically.*

Particular attention should be given to mental arithmetic.

First group (infants and first standard).

(*a.*) Numeration and notation to three places of figures.
(*b.*) Addition and subtraction tables, including their application to easy concrete examples.
(*c.*) Easy exercises in addition and subtraction
(*d.*) Easy exercises involving a knowledge of the sub-divisions of a shilling.

Second group (second and third standards).

(*a.*) Numeration and notation up to and including six places of figures.
(*b.*) To know the multiplication and the pence tables.
(*c.*) Easy exercises involving a knowledge of the sub-divisions of a pound sterling and of a yard (long measure).
(*d.*) To know the meaning of one-half, one-third, etc., up to one-tenth.
(*e.*) The simple rules and their application to easy concrete examples.
(*f.*) To work mentally very easy exercises in the rules learned.

Third group (fourth and higher standards).

(*a.*) Numeration and notation of whole numbers and of decimals to not more than three places.
(*b.*) Compound rules, reduction (money, time, avoirdupois weight, long and square measure). Easy exercises in decimals and vulgar fractions, the unitary method, simple proportion, practice and simple interest, shop bills.
(*c.*) Easy practical questions in mental arithmetic.
(*d.*) Linear measurements according to the metric system.
(*e.*) To have an intelligent knowledge of the method of calculating the areas of rectangles, and hence of triangles, and to work exercises from pupils' own measurements.

SINGING.

Junior group (infants, first and second standards).

Six easy school songs.
Simple modulator exercises in the chords of *doh* and *soh*.
At least two new songs should be taught every year.

Senior group (third and higher standards).

Six school songs, of which two, if possible, should be rounds or part songs. Song books should be used by the pupils.
Modulator exercises on the major diatonic scale, with easy transition to the first sharp and flat keys.
Graduated exercises of moderate length in tune and time combined.
At least two new songs should be taught every year.
NOTE.—*If staff notation be selected a programme of corresponding difficulty should be submitted for approval.*

DRAWING.

NOTE.—*Paper should be used in all standards above the infants' standard. Dotted paper may be used in the first standard.*

Junior group (infants, first and second standards).

(*a.*) Freehand—Straight-line and simple curved figures.
(*b.*) Ruling straight-line figures from given measurements.
(*c.*) Combination of (*a*) and (*b*).

Senior group (third and higher standards).

(*a.*) Freehand—More difficult straight-line figures and curved figures.
(*b.*) Drawing of very simple forms from memory.
(*c.*) Original designs in freehand, or drawing to scale.

NEEDLEWORK (GIRLS).

Junior group (infants, first and second standards).

NOTE.—*Pupils in this group should, as a rule, use coloured thread in working specimens.*

Knitting with four needles, hemming and running.

(Knitting, only, is expected from the infants and first standard.)

Senior group (third and higher standards).

Knitting a stocking and darning. Running and felling, top-sewing, patching stitching, working button-holes, sewing on gathers.

To make a chemise or boy's shirt (cutting-out to be done by pupils).

PHYSICAL DRILL.

NOTE.—*Great attention should be paid to the manners and deportment of the pupils. They should be trained to habits of prompt obedience. Energy, gracefulness, and precision of movement in the various exercises should be particularly cultivated.*

The junior group should be taught head movements, arm exercises, right and left turns, and marching in step.

The senior group should be taught more advanced drill, such as body and limb movements, the turns, and forming fours.

Bar-bell and dumb-bell exercises should be introduced where possible.

MANUAL INSTRUCTION AND KINDERGARTEN.

Manual instruction may be confined to the junior group, for which suitable kindergarten occupations with paper-folding or brickwork are sufficient.

OBJECT LESSONS.

The following course is recommended :—

Junior group (infants, first, and second standards).

The trees and larger shrubs in the neighbourhood of the school. (No detailed study ; the pupils should learn only to distinguish one species from another).

A few of the principal flowers, both garden and wild flowers. (A collection for the school should be made by the pupils ; window boxes may also be used).

Kitchen-garden vegetables—potato, turnip, carrot, parsnip, cabbage, onion, lettuce, pea, and bean.

The commoner animals and birds which the children meet.

Senior group (third and higher standards).

Structure of a flower. Growth of a seed exemplified by a bean. Parts of a plant. Simple experiments to show the effect of light, warmth, moisture, air and soil on the growth of a plant.

Different kinds of roots ; the functions of the root. The leaf ; its functions ; different kinds of leaves (collection to be made).

Methods of cultivating the vegetables referred to in the junior group. (A small plot is required for this part of the syllabus. Actual work done by the pupils is necessary, as theory without its application by the pupils themselves is of little value).

The principal garden fruit trees ; pruning and grafting. (If the school grounds permit of planting, the pupils should have care of the trees).

Creeping shrubs. The walls of the school should be used.

N.B.—*The children should be encouraged to employ at home the knowledge which they have acquired at school.*

COOKERY (GIRLS).

(See page 88.)

LAUNDRY WORK (GIRLS).

(See page 89.)

SIMPLE LESSONS ON HEALTH AND HABITS.

(See page 89).

PROGRAMME FOR INFANTS' SCHOOLS.

INFANTS.

Reading.

To be taught to speak audibly and distinctly. Story-telling and conversational object and picture lessons. To read words printed on the blackboard, and to form sentences from conversational lessons; the teacher should print the sentences on the blackboard. These lessons should be introductory to the use of a primer. To spell from the primer. The alphabet (if taught) should be taught in selected groups of letters.

Writing.

To write the small letters, imitating a model written on the blackboard (letters to be written in some good order), and to group the letters so as to form words.

Composition.

To compose short, simple sentences, using the names of objects in the school-room, and also using nouns occurring in the reading-books. Children to describe in their own words, incidents from a story told by the teacher. Errors of speech made by the children should be corrected.

Arithmetic.

In counting, objects to be used, *e.g.*, stick-laying materials, balls (of Gift I.) and beads (for threading). To add numbers whose sum does not exceed 18, and to subtract numbers from a group not exceeding 10. Ball-frame exercises in connection with the blackboard. To read and write numbers up to 10, and to compare their values. To perform mentally simple additions and subtractions of numbers not exceeding 10.

Singing.

To sing sweetly, in unison, any four suitable songs (at least two of them to be action songs), and to play two games into which songs are introduced.

Drawing.

To draw straight lines on dotted paper, and to form simple combinations of such lines and easy designs. Straight line representations of objects. Pupils to fill in their own drawings in coloured chalks.

Needlework.

Needle-drill, knitting-pin drill, running with coloured cotton (first on canvas), use of thimble.

Drill.

Finger-plays, games connected with Gifts I., II., and games connected with a story or nature lesson. Running games, simple drill.

Kindergarten.

Gifts I., II., III., IV. Bead-threading, perforating, stick-laying, paper-folding.

Object Lessons.

Animal Life, *e.g.*, cat, fish.
Plant Life, *e.g.*, large growing plants.
Common things, *e.g.*, doll, doll's house.
Familiar people, *e.g.*, postman, farmer.

FIRST STANDARD.

Reading,
Spelling
Writing,
Composition,
Arithmetic,
Singing,

} As in the programme for schools under three or more teachers.

DRAWING.

Freehand drawing of straight-line figures on plain paper, and the simplest right-line forms from actual objects, *e.g.*, envelope, slate, &c. Ruling lines and simple figures from measurement on plain paper. More advanced designs on dotted paper, both freehand and ruled. Some drawing from memory.

NEEDLEWORK

As in the programme for schools under three or more teachers.

DRILL

Games connected with a story or nature lesson. Marching, turns, leg and arm movements. Combination exercises. Musical drill.

KINDERGARTEN.

Gift V. Paper-folding, stick-laying, and brush work (when practicable).

OBJECT LESSONS.

Animal life, plant life, common things, natural phenomena.

ALTERNATIVE PROGRAMME OF INSTRUCTION FOR SEVENTH AND EIGHTH STANDARDS.

The managers are at liberty, subject to the recommendations of the inspectors, to adopt for the seventh and eighth standards the programmes issued by the Board of Intermediate Education for Ireland so far as indicated below.

*Seventh standard.**

The programme of the preparatory grade, viz. :—
(*a.*) English literature and composition.
(*b.*) One of the following subjects:—(1) Latin, (2) French, (3) German (4) Irish.
(*c.*) Arithmetic or algebra.
(*d.*) Experimental science.
(*e.*) One other subject.†

*Eighth standard.**

The programmes sanctioned by the Board of Intermediate Education for the junior and middle grades, viz. :—

(*a.*) English literature and composition.

(*b.*) One or two of the following languages :—(1) Greek, (2) Latin, (3) French, (4) German, (5) Irish, (6) Italian, (7) Spanish, If only one language is taken, it must be either Latin, French or German.

(*c.*) One of the following mathematical subjects :—(1) arithmetic, (2) algebra, (3) geometry, (4) trigonometry.

(*d.*) Experimental science. (See note).

(*e.*) One or two other subjects,† according as may be necessary to bring the total number of subjects up to six.

NOTE.—*Students are exempted from the obligation of taking experimental science who have already obtained a pass in the two years of the preliminary course in this subject. Exemptions from experimental science may also be obtained under the rules of the Board of Intermediate Education. No student is required to take this subject whose name is not on the roll of an Intermediate school. In all cases, students not taking experimental science must take either two languages under* (*b*), *or two mathematical subjects under* (*c*).

* Students may present themselves in any number of subjects but, except as provided under the rules of the Board of Intermediate Education, to pass the examination they must pass in the subjects as set forth above.
† For list of subjects see page 10 of the rules of the Board of Intermediate Education.

BILINGUAL PROGRAMME.

(*For particulars as to payment for instruction in the bilingual programme, see p.* 127.)

This programme is intended to apply to Irish-speaking districts, and to districts where Irish and English are both commonly spoken, and will be approved for use in schools where specially sanctioned by the Commissioners.

FIRST STANDARD.

IRISH.	ENGLISH.
INFANTS. To read ,spell, and understand words of two and three letters as in, say, first eight lessons of "An Ceard Leabhar," or of "Ceacta Dearga," Pt. I. To copy Irish letters off blackboard.	INFANTS. *Reading and Spelling.*—As in the ordinary programme. *Writing.*—As in the ordinary programme.
FIRST CLASS. *Reading.*—To read, spell, and understand the whole of "An Ceard Leabhar," Parts I. and II. or of "Ceacta Dearga," Pt. II. *Writing.*—To copy on slate or paper words taken from the "Priomhleabhar," and written by the teacher on the blackboard.	FIRST CLASS. *Reading and Spelling.*—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein. *Writing.*—As in the ordinary programme.

SECOND STANDARD.

Reading.—To read and understand 40 to 50 pages of suitable easy reading matter. To repeat 30 lines of poetry. *Spelling.*—To write on slates or spell orally words selected from the reading course. *Writing.*—Round hand copy book.	*Reading and Spelling.*—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein. *Writing.*—As in the ordinary programme.

THIRD STANDARD.

Reading.—To read, understand, and explain 60 pages of suitable reading matter. To repeat 40 lines of poetry. *Writing.*—Transcription from Reading book, and to exhibit copies or half-copies written on 50 different days during the year. *Spelling.*—To write on slate or paper words and easy phrases selected from Reader. *Grammar.*—Aspiration and eclipsis; to know noun, verb, and adjective.—*Composition.*—To construct simple sentences containing nouns, verbs, and adjectives selected from text used as Reader.	*Reading and Spelling.*—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein. *Grammar and Composition.*—As in the ordinary programme. *Writing.*—As in the ordinary programme.

FOURTH STANDARD.

IRISH.	ENGLISH.
Reading.—To read with fair ease, understand and explain, 70 pages of a suitable Irish Reader. To repeat 50 lines of poetry. *Writing and Spelling.*—To write from dictation about five lines of an easy passage selected from Reader. To exhibit in exercise-books—or copy-books, or in both combined, 50 exercises done on 50 different days during the year, Writing will be judged from dictation. *Grammar.*—To know parts of speech, including prepositional pronouns; numbers of nouns and pronouns; to distinguish present, past, and future tenses of verbs in Reading book; comparison of adjectives. *Composition.*—To write a short description of a familiar object.	*Reading and Spelling.*—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein. *Writing, Grammar, and Composition.*—As in the ordinary programme.

FIFTH STANDARD.

Reading.—To read fluently, understand, and explain 90 pages of an approved Irish Reader. To repeat 60 lines of poetry. *Writing and Spelling.*—To write, with fairly correct spelling, a passage of 7 or 8 lines selected from Reader. To exhibit 50 exercises. Writing will be judged from the dictation exercise. *Grammar and Word-building.*—Declension of nouns, pronouns, and adjectives; conjugation of regular verbs and of verbs ıṙ and ṫá; gender. To know the more common prefixes and affixes. *Composition.*—To correspond with requirements in English in the programme.	*Reading and Spelling.*—As in the ordinary programme; but the course to be limited to one-half of the English matter required therein. *Writing, Grammar, and Composition,*—As in the ordinary programme.

SIXTH AND SEVENTH STANDARDS.

Reading.—To read fluently, understand, and explain 100 pages of an advanced Irish Reader. To repeat 80 lines of poetry. *Writing and Spelling.*—To write from dictation with fairly correct spelling, 7 or 8 lines selected from Reader, Writing will be judged from the dictation exercise. To exhibit 50 Irish exercises. *Grammar and Word-building.*—To know prefixes and affixes; declension: conjugation; gender, Elementary knowledge of syntax. *Composition.*—Essays and letters on ordinary subjects. Good grammar and fairly correct spelling will be required.	*Reading and Spelling.*—As in the ordinary programme; but the course to be limited to one-half of the English matter required therein. *Writing, Composition, and Grammar.*—As in the ordinary programme.

NOTES ON THE BI-LINGUAL PROGRAMME.

Infants' Course.

As infants usually spend two years in the infants' class, both courses should be gone over by the time they are about to be promoted to the first or highest section of the first standard.

Other Subjects.

As instruction and progress in arithmetic, singing, drawing, drill, needlework, elementary science and object lessons, and manual instruction, and kindergarten, &c., should be beneficially rather than detrimentally affected by instruction in Irish in bilingual and Irish-speaking districts, no change in the courses laid down in these subjects in the ordinary programme is considered necessary. Irish and English may be used in instructing the pupil in these subjects.

Object Lessons.

Independent object lessons may be given in English and in Irish, or, object lessons in the same subject may be given in both languages, and each lesson, whether in English or in Irish, counts as a distinct object lesson.

These object lessons can be utilised in teaching the names of common objects, of articles and implements used in trade or art, of agricultural and household articles, &c., to pupils of all standards, both in Irish and in English.

Writing and Composition.

In estimating the value of the writing both in Irish and in English in the first standard, some allowance will be made for the difficulty of teaching young children to write two sets of characters.

A corresponding allowance is made in judging the composition in the third, fourth, and fifth standards.

Text Books.

Except for the first standard no text books in Irish are for the present specified. The managers and teachers may submit Readers, which they consider suitable, for approval. During the first year in which the bilingual course is taught, a common reader may be used in the second and third standards, and also in the fourth, fifth, and sixth standards. In submitting books for approval it should be borne in mind that no mere phrase book, having English and Irish translations can be sanctioned. For the third and higher standards texts containing short stories or other suitable continuous Irish reading matter are accepted.

Grammar.

A minute knowledge of the grammar in Irish prescribed for the fifth, sixth and seventh standards is not required, but the rudiments of the headings specified should be known.

Singing.

Songs in Irish and in English may be taught. Irish songs set to music both in the tonic-sol-fa and in the staff notations are now easily procurable.

N.B.—Whenever grouping of standards is allowed in the teaching of English, a corresponding grouping of standards is allowed in teaching Irish.

OPTIONAL SUBJECTS.

NOTE (1.) *Alternative programmes of equal difficulty may be submitted by managers for approval.*

(2.) *The examination in languages is both oral and written. Fairly correct pronunciation is essential for a pass.*

IRISH.

(*For particulars as to payment for instruction in Irish as an ordinary subject, see p.*127.)

N.B.—During the Irish lesson the Irish language should be used as exclusively as possible. From the very beginning Irish should, where possible, be explained through the medium of Irish.

Infants and first standard.

To read, spell, and understand words of two and three letters, as in say, 1st eight lessons of "Prímleabar" (Gaelic Primer) *or* in 1st eight lessons of "Ceacta Dearga Gaedhilge," Pt. I. (Miss Borthwick).

The senior pupils of the first standard should be able to read, spell, and understand the first 25 pages of the "Prímleabar" *or* "Ceacta Dearga Gaedhilge," Pt. I. (all). They should also be able to copy on slate or paper words taken from their Reading books and written on the blackboard by the teacher.

Second standard.

To read, spell, and understand "An Ceat Leabar," Parts I. and II. *or* "Ceacta Dearga," Parts I. and II. (Miss Borthwick). To write an Irish copy (round hand).

To repeat 20 lines of poetry.

Third standard.

To read, spell, and understand "An Dara Leabar" *or* "Ceacta Dearga Gaedhilge," Pt. III. (Miss Borthwick), and "Taidhbhre an Chraínn." To write an Irish copy (small hand).

To repeat 40 lines of poetry.

Fourth standard.

To read and understand about 40 pages of easy Irish, such, say, as is contained in "Seidhre Sgeulta" (Dr. Hyde), *or* "Aistidhe Gaedhilge," Part I., (Rev. P. Dinneen), *or* "Sídheóga as Obair" (Ryan).

To repeat 50 lines of poetry.

Composition and Grammar :—To know the nouns, verbs, and adjectives in the text selected, and to form sentences containing some of these parts of speech.

Fifth standard.

To read, understand, and explain about 50 pages of Irish matter, as, say, in "Caibhair Conroi agus Sgeulta eile" (Doyle), *or* "Seidhre Sgeulta eile" (Hyde), *or* 50 pages of "Seanchas" (Rev. P. O'Leary), *or* "Aistidhe Gaedhilge," Pt. II. (Rev. P. Dinneen).

To repeat 60 lines of poetry.

Grammar and Composition :—Declension of nouns and conjugation of regular verb. To write a short letter. Easy Irish conversation.

Sixth and seventh standards.

To read, understand, and explain about 70 pages of Irish. The matter in "Prós Gaedhealach" (Dinneen) *or* "Trí Sgeulta" (Con. Desmond). *or* 70 pages of either of the following:—"Cormac Ua Conaill" (Dinneen), "Duan na Nodlag" (Dinneen), "Sgéuláidhe Fearmhuighe" *or* "Eachtra Lomnochtáin," *or* "Eocaidh Mac R'in Eirinn" (O'Malley), *or* "Staip Ceachta" (Naughton), would be sufficient.

The same book cannot be read by a pupil in successive years.

Grammar and Composition :—Outlines of Grammar to end of regular verb. To write a letter or short essay on a familiar subject. Easy Irish conversation.

NOTES.

1. The courses for the different standards are graduated on the assumption that the pupils have learned the courses prescribed for the preceding standards: Where this has not been done, the pupils may take the course suited to their knowledge of the subject.

2. The use of the text books mentioned in the programme is not obligatory. Managers and teachers may submit for approval other suitable texts if they consider it desirable to do so.

3. A grouping of standards similar or corresponding to the grouping allowed, under certain conditions in the case of English, is also permissible in the case of Irish, when the circumstances of the school render such grouping desirable.

FRENCH.

First year.

(*a.*) First part of Hall's "First French Course," or an equivalent portion of a similar work.
(*b.*) To write French phrases dictated from the selected book.

Second year.

(*a.*) Second and third parts of Hall's "First French Course," or an equivalent portion of a similar work.
(*b.*) To write French phrases and sentences dictated from the selected book.

Third year.

(*a*). Any approved book of French prose.
(*b.*) Translation of an easy passage of English into French.
(*c.*) Grammar and dictation.

LATIN.

First year.

Smith's "Principia Latina," Part I., or any similar elementary book.

Second year.

(*a.*) One book of Cæsar.
(*b.*) Smith's "Principia Latina,!" Parts I. and II., or any similar elementary book.

Third year.

(*a.*) One book of Cæsar and one book of Virgil, or an equivalent amount in prose and verse. The prose taken must be different from that read in the second year's course.
(*b.*) An easy passage of English to be translated into Latin prose.

I.—*MATHEMATICS.*

ARITHMETIC AND ALGEBRA.

Fifth standard.

Arithmetic—The arithmetic of the standard.
Algebra.—Definitions, simple rules; computation of algebraic expressions; easy simple equations and very easy problems, easy factors.

Sixth standard.

In addition to the above,

Arithmetic.—The arithmetic of the standard.
Algebra.—Simple equations and problems producing them, simultaneous equations; algebraic fractions, involution (squaring and cubing), and extraction of square root; more difficult factors.

Seventh standard.

In addition to the above.

Arithmetic.—The arithmetic of the standard.
Algebra.—Quadratic equations and problems producing them; factors, theory of indices, with application to logarithms; simple exercises in logarithms.

II.—*MATHEMATICS.*

Geometry and Mensuration.

(Diagrams should be drawn by means of ruler, compass, &c. Models of the solids should be used, the pupils to make them, if possible.)

Fifth standard.

Geometry—Definitions—Euclid, I.—XXVI.

Mensuration—Areas of rectilineal figures from diagrams drawn to scale.

Sixth standard.

Geometry—Euclid, Books I. and II.

Mensuration—Easy problems on the circle. Surfaces of the cylinder, pyramid, cone, and sphere.

Seventh standard.

Geometry—Euclid, Books I,. II., and III., and very easy exercises on Book I.

Mensuration—Ellipse, solidity of prism, cylinder, cone, and sphere.

In rural schools the elements of practical land surveying, with the use of the field book, may be taken as an alternative course in mensuration.

1907

PROGRAMME OF EXAMINATION FOR CANDIDATE MONITORS.

(THREE YEARS' COURSE.

1. Ordinary school course for the sixth standard.

2. LITERATURE.—To recite 150 lines from Byron, Campbell, or Longfellow.

3. GENERAL READING.—Lamb, "Adventures of Ulysses" (school text).

4. COMPOSITION. The subject will be set from the book suggested for general reading.

5. GRAMMAR.—Orthography, etymology, and the more important rules of syntax.

6. GEOGRAPHY.—The United Kingdom and India.

7. GEOMETRY (Boys).—Euclid, Book I. to proposition 16. (Optional for girls).

8. ALGEBRA (Boys).—Easy questions in the four simple rules, and removal of brackets. (Optional for Girls).

NOTE.—Monitors appointed for five years under the old scheme are not eligible to compete for monitorships under this scheme.

PROGRAMME FOR MONITORS.

1. The inspector tests the teaching capacity of the monitors by his observation of their work at his visits to the school, and their continuance in office depends on his report. Service marks are awarded annually, and these marks are added to the total obtained at the examination held in the final year.
2. During the last two years of service the monitors should receive adequate instruction in the best methods of teaching to a *class* the more important subjects of the school course.
3. Monitors appointed for a period of three years, are examined on the following programmes for third and fourth years at the end of their first and second years of service, respectively. They are expected to pass the King's scholarship examination in their final year.
4. It is desirable that monitors should study a book on methods of teaching, and be thoroughly acquainted with the "Notes for Teachers."
5. The same book may be used for general reading by all monitors except those in their final year, but the book must be changed from year to year.

First Year.

The ordinary programme of the standard in which the monitor is enrolled as a pupil, and in addition the following special subjects :—

Literature.—To recite correctly, and with taste, 100 lines of poetry selected from some standard author.

Book for General Reading.—Dickens—"A Christmas Carol."

Composition.—The subject is taken from the book prescribed for general reading.

Grammar.—Orthography; etymology—inflection and declension of nouns and pronouns, with comparison of adjectives.

Geography.—A good knowledge of the geography of Ireland. The position of the three most important towns in each county to be indicated on a blank map, as well as other important features, to be indicated on a blank map.

Second Year.

The ordinary programme of the standard in which the monitor is enrolled as a pupil, and in addition the following special subjects :—

Literature.—To recite correctly, and with taste, 150 lines of poetry, selected from Scott, Gray, or Moore.

Book for General Reading.—Lytton—"My Novel," *or* Defoe—"Robinson Crusoe."

Composition.—The subject is taken from the book prescribed for general reading.

Grammar.—Orthography and etymology, as before, with conjugation of verbs.

Geography.—The United Kingdom.

Third Year.*

The ordinary programme of the seventh standard, and, in addition, the following special subjects :—

Literature.—To recite correctly and with taste 150 lines selected from Addison, Gray, or Tennyson.

Book for General Reading.—"Lamb's Tales from Shakespeare," viz. :—"Timon of Athens," "The Tempest," "The Comedy of Errors," "A Midsummer Night's Dream," "The Taming of the Shrew."

* See introductory paragraph 3.

COMPOSITION.—The subject is taken from the book prescribed for general reading.

GRAMMAR.—Orthography, etymology, and syntax.

GEOGRAPHY.—The United Kingdom and the British possessions. To fill in a blank map of Ireland.

HISTORY.—General outline of the history of Great Britain and Ireland from 55 B.C. to 1066 A.D.

GEOMETRY (Boys).—The first book of Euclid to the 32nd proposition; mensuration of rectilineal figures of three or four sides.

ALGEBRA (Boys).—Up to and including easy questions in simple equations.

FOURTH YEAR.*

The ordinary programme of the seventh standard, and, in addition the ollowing special subjects:—

LITERATURE.—To recite correctly and with taste and expression 150 lines selected from Shakespeare, Milton, or Macaulay.

BOOK FOR GENERAL READING.—Dickens: "A Tale of Two Cities."

COMPOSITION.—The subject is taken from the book prescribed for general reading.

GRAMMAR.—As before, with application to the correction of faulty sentences.

GEOGRAPHY.—As before; also (*a.*) The form, motions, and magnitude of the earth. (*b.*) The geography of Europe, and the map of the world.

HISTORY.—General outline of the history of Great Britain and Ireland from 1066 A.D. to 1714 A.D.

GEOMETRY (Boys).—Euclid, book I. The definitions and first eight propositions of the second book of Euclid; mensuration—rectilineal figures and the circle.

ALGEBRA (Boys).—Factorising, fractions and simple equations.

BOOK-KEEPING.—Cash and personal accounts.

FINAL YEAR.*

At Easter, in their final year, monitors are examined in the King's scholarship programme.

* See introductory paragraph 3.

JUNIOR ASSISTANT MISTRESSES.

PROGRAMME OF EXAMINATION OF CANDIDATES.

I. READING.—To read an ordinary passage in English with fair fluency and correctness.

II. WRITING.—To write a similar passage from dictation in a fairly good hand, with correct spelling.

III. * NEEDLEWORK.—The same tests as prescribed for ordinary teachers (King's scholarship examination), viz. :—*Sewing.*—Hemming, running, top-sewing, stitching, button-holes, sewing on of gathers, patching. *Knitting.*—Knitting of socks, darning. *Cutting-out.*—Boy's shirt, girl's chemise.

IV. HAND AND EYE TRAINING AND KINDERGARTEN.—To satisfy the inspector as to competency to employ usefully junior pupils (to second standard inclusive) at kindergarten occupations, and at exercises in hand and eye training. (See syllabus).

V. OBJECT LESSONS.—To satisfy the inspector as to competency to give object lessons to junior pupils in accordance with the suggestions in the "Notes for Teachers." (See Syllabus).

N.B.—Candidates are required to conduct their portion of the work of the school in the inspector's presence, and to show fair ability to teach junior pupils any of the ordinary subjects of instruction.

The inspector also reports on the candidate's general fitness, *i.e.*, as to appearance, manners, and general address.

In addition to the examinations which are conducted by the inspectors during the year for the provisional recognition of junior assistant mistresses, an examination is held in each year at Easter on specially prepared papers for the continued recognition of such provisionally recognized teachers.

SYLLABUS.

HAND AND EYE TRAINING AND KINDERGARTEN.

Candidates are expected to have a knowledge of the underlying principles and of the methods of the kindergarten system, and to be able to apply them practically. These principles are found set forth in such books as "The Infant School," by Gunn, or "Education through Self-activity," by Bowen. Candidates should also show a practical knowledge of Frœbel's gifts and occupations. "The Paradise of Childhood,"or "Frœbel's Gifts and Occupations," by R. G. Wiggin, are suitable text books.

PAPER AND BRICK WORK.

(1.) To place sticks correctly in any position from drawings and description, and *vice versa*. Exercises with beads, cubes, and tablets.

(2.) To fold paper correctly from drawings, and to draw the plans of any fold from the paper.

(3.) To place bricks in various positions from drawings and description, and to draw their plans and elevations.

* At the examination for provisional recognition as junior assistant mistress it is not necessary that the candidate should do a specimen of all these stitches; three under the head of sewing (button-hole and a patch to be two of them) and one under each of the heads of knitting and cutting-out will suffice. The patch should be tacked on, and one quarter including a corner) completed on both sides. The inspector should vary the optional tests.

Drawing.

(1.) To copy and originate designs of straight lines on dotted paper.

(2.) To copy and originate designs of straight lines and simple curves on plain paper, when the main guide or boundary lines may be ruled.

(3.) Candidates are expected to give evidence of having acquired fair freedom in drawing on the blackboard.

The most suitable exercises are various kinds of borders built up from the elementary designs and the repetition of writing forms; various sizes and shapes of tiles, making similar designs in the four quarters, and other easy symmetrical figures.

Scale Drawing.

Simple exercises involving the drawing of rectangular figures to various scales.

OBJECT LESSONS.

Plant Life.

(*a.*) Wild flowers, grasses, cereals, the commoner plants of the kitchen garden, leaves of trees, seeds (*e.g.* bean and pea), growth of seedlings.

Common Things.

(*b.*) Food materials—Flour, oatmeal, sugar, tea, potatoes, milk, eggs, butter, cheese, salt, water, air.

(*c.*) Household materials—Soda, starch, soap, vinegar, burning oil, candles, matches, coal, peat, needles, pins, cotton, wool, linen, calico, pencils, paper.

Measurement, &c.

(*a.*) With tape measure or foot rule as applied to cutting out garments.

(*b.*) Of lengths and simple areas with a centimetre or inch rule.

(*c.*) The use of the thermometer; necessity for ventilation, fresh air, cleanliness and tidiness.

KING'S SCHOLARSHIP PROGRAMME.

NOTES.

1. The examination is held at Easter.

2. Monitors and pupil-teachers who complete their periods of service, and who have passed the examination in this programme, are eligible for appointment as untrained assistants in National schools.

3. Graduates and undergraduates of a university, and persons who within two years have passed the examinations in the middle or senior grade held by the Board of Intermediate Education, are required, as a condition for admission to a Training college, to present themselves for examination only in such subjects of this programme as are not covered by the special courses in which they have passed. All other candidates for admission to a Training college must present themselves for examination in the obligatory subjects of the programme with the exception of practice of teaching. (See also note on p. 115).

4. Failure in reading, writing, spelling, composition, arithmetic, or in practice of teaching (for monitors, pupil-teachers, and junior assistant mistresses qualifying for assistantships) involves failure in the whole examination. Failure in one or even in two of the other obligatory subjects of the programme does not necessarily disqualify a candidate, but failure in three or more subjects disqualifies a candidate.

5. The successful candidates are arranged in three divisions in order of merit.

6. All the subjects of this programme are obligatory, with the exception of Irish, French, and Latin

KING'S SCHOLARSHIP PROGRAMME

Subject.		
ENGLISH.	READING, ..	To read with fluency—correctness, and intelligence a passage in English prose or verse. To recite correctly and with taste 150 lines selected from Shakespeare or Milton.
	WRITING, ..	To write a neat and legible hand. To write pattern or model head lines in large and small hand.
	SPELLING AND PUNCTUATION.	To write correctly a passage from dictation.
	GRAMMAR, ..	To analyse and parse easy sentences. To be acquainted with elementary etymology and a general outline of the history of the English language.
	*ENGLISH LITERATURE AND COMPOSITION.	For general reading— (*a*) (1) Shakespeare's *Merchant of Venice*; (2) Addison's *Sir Roger de Coverley Papers*. (*b*) (1) Goldsmith's *Traveller*; (2) Scott's *Marmion*, Canto I.
GEOGRAPHY, ...		Elementary, general geography (political and descriptive), with special reference to the United Kingdom and British Colonies. Mathematical geography. Form, size, and motions of the Earth. Elementary Physical Geography. To fill in an outline map of Ireland, showing the principal towns, mountains, and rivers.
ARITHMETIC AND MENSURATION.		Simple and compound rules, measures, and multiples, vulgar and decimal fractions, the metric system, proportion (simple and compound), practice, square root, and the application of the unitary method to the solution of easy questions in simple interest, discount, and stocks. Reasons of the different Rules. Mensuration of rectilineal figures. [Difficult problems will not be given.]
ALGEBRA (Men), ..		Elementary rules, G.C.M., L.C.M., fractions, extraction of square root, simple equations of one or two unknown quantities, and problems leading to them, simple factors, and easy quadratic equations.
GEOMETRY (Men), ..		Euclid, Books I. and II., with easy deductions from the propositions.

* No detailed questions are set on the works prescribed, but a knowledge of their subject matter is required.

KING'S SCHOLARSHIP PROGRAMME—*continued.*

Subject.	——
BOOK-KEEPING, ..	Cash, personal, and goods account.
* PRACTICE OF TEACHING &c. (Examination will be Oral).	(*a*) To give two test lessons in the inspector's presence. The inspector will require to be satisfied that the candidate is qualified to give instruction in physical drill. (*b*) Knowledge of the method of keeping the report book, roll book, and school register. Standard works on method of teaching should be studied. Full teaching notes of at least 30 lessons which have been given by the candidate, 10 of which should be object lessons, must be submitted. The test lessons will be selected from the list of prepared lessons.
HISTORY, ...	General outline of the history of Great Britain and Ireland from 55 B.C. to 1901 A.D.
DRAWING, ...	(*a*) Freehand. (*b*) Easy mechanical :—Construction of rectilineal figures from given sides ; the bisection of lines and angles ; the construction of rectilineal figures of given sides and angles ; the construction of plain scales, the use of scales in pattern drawing.
† NEEDLEWORK, .. (Women).	*Sewing.*—Hemming, running, top-sewing, stitching, button-holes, sewing on of gathers, patching. *Knitting.*—Knitting of socks, darning. *Cutting-out.*—Boy's shirt or girl's chemise.
ELEMENTARY SCIENCE .. (For monitors and pupil teachers in equipped schools, or other candidates who elect to take this course.)	Subject-matter of the school programme for both boys and girls for Standards IV., V., VI., and VII. Candidates are also required to produce a note-book containing a record of their own experimental work illustrating the above programme Special attention should be paid to the applications of the experimental science course to the laws of health and to the experiences of daily life. The principal teacher or other instructor must certify that the note-book contains a record of the candidates' own practical work.
or	
DOMESTIC ECONOMY AND HYGIENE. (For candidates from unequipped schools.)	The measurement of length, area and volume. The most important effects of heat on solids, liquids, and gases, and upon typical food materials. Ventilation—necessity for pure air. Transference of heat—application to clothing, and necessity of maintaining the body temperature above its surroundings. The nature of combustion—the burning of a coal fire, oil lamps, candle, and lucifer match, the burning of food in the human body. General structure of the body. Respiration and the organs involved. The circulatory system—the work of the heart. The digestive system, absorption, and assimilation of food. Bacteria and daily life ; health and sickness ; prevention of disease ; nursing the sick ; cleanliness ; necessity for pure water health and cleanliness in the schoolroom. Preservation of food.

* For candidates qualifying for assistantships in National schools. When possible the practical test is applied to monitors, pupil teachers, and ordinary teachers in their schools at the inspection next preceding the examination which they wish to attend.

† In the case of needlework the candidates must satisfy the examiner in each of the three sections · sewing, knitting, and cutting-out.

KING'S SCHOLARSHIP PROGRAMME—*continued.*

Subject.	
VOCAL MUSIC, ... (*Theory*).	*Staff Notation* :—Treble stave; major scales and key signatures; diatonic intervals; simple time signatures; transcription from one time to another; easy transposition; musical terms. *or* *Tonic Sol-fa* :—The common scale, its chordal structure; mental effects; diatonic intervals; pitch of keys; two, three, and four-pulse measures; simple time names; musical terms.
VOCAL MUSIC, ... (*Practical Test.*)	To sol-fa from the examiner's pointing on the modulator simple passages without transition; to sing an easy sight test from the tonic sol-fa notation *or* from the staff notation.
GENERAL INFORMATION, ..	An easy paper will be set to test the general knowledge of the candidate.
IRISH (*optional*), ..	(*a*) To read, understand, and translate into English —"An Ceacht Leabhar," Parts I. & II., and "An Tara Leabhar;" *or* To read, understand, and translate into English— "Ceáċa Deaga Saeðilge," Pts. I., II., and III., (Miss Norma Borthwick), and "Taðg Saðá" (Doyle). (*b*) To re-translate into Irish, English translations or passages based on English translations, of the Irish texts selected in (*a*). The English passages proposed for translation into Irish will be such as can be translated by a candidate possessing a good knowledge of the Irish texts. (*c*.) Easy Irish conversation. (*d*.) Grammar—Aspiration and eclipsis.
FRENCH (*optional*), ..	Translation into English :—Pressensé :—Rosa (Hachette). Grammar. Easy sentences for translation into French. An unprepared passage of easy French prose for translation into English.
LATIN (*optional*) ..	Translation into English :—Cæsar : de Bello Gallico, Book I. Grammar. Easy sentences for translation into Latin. An unprepared passage of easy Latin prose for translation into English.

PROGRAMME FOR KING'S SCHOLARS.

NOTES AS TO EXAMINATIONS OF KING'S SCHOLARS.

1. The examinations are held in July.

2. King's scholars undergoing a two years' course of training must, at the end of their first year, pass in the prescribed programme as a condition for being summoned to complete their course of training.

3. King's scholars, at the termination of their course of training, must pass the final examination as a condition of being recognized as trained and of receiving the diploma. A King's scholar, however, who fails, may be allowed a second trial, on the recommendation of the principal of his college, at the *next following* annual examination, on passing which the candidate will be recognised as trained and as eligible to obtain the diploma on the usual conditions.

4. Graduates of a University are exempted from the final examination in such subjects as are covered by their University degrees.

5. All subjects mentioned in this programme are *obligatory*, except where the contrary is indicated in the programme or foot-notes.

6. King's scholars may, in special cases, be exempted from examination in vocal music, but all students will, before exemption is granted, be tested early in the session by the inspector of music.

7. An examination in the optional subjects is not held by the Commissioners in the first year's course. The examination in the final year's course in optional subjects is conducted by the Commissioners, and teaching certificates are awarded to candidates who pass the examination.

8. Failure in reading, spelling, composition, arithmetic, or practice of teaching involves failure in the examination. Failure in one or even in two of the other obligatory subjects does not necessarily disqualify a candidate; but failure in three or more disqualifies a candidate. A candidate exempted from examination in any subject is disqualified if he fails in two or more subjects.

9. Students entering a Training College for a one year's course have the option of taking either the first or the final year's programme in the case of vocal music, or elementary science and object lessons, unless the Commissioners have already recognized them as qualified to teach the subject.

10. The successful candidates are arranged in three divisions.

PROGRAMME FOR KING'S SCHOLARS.

	Subject.	First Year.	Final Year.
ENGLISH.	READING, ..	To read with fluency, correctness, intelligence, and expression, ordinary passages in English prose and verse, with explanation of the ordinary words and phrases in the passages read. To be prepared to recite a passage of 150 lines of suitable poetry.	As in the first year, a higher standard of proficiency being required. Recitation, same amount as in the first year, but different.
	*WRITING, ..	To write a neat and legible hand. To write suitable head lines in large and small hand.	As in the first year.
	SPELLING AND PUNCTUATION.	To write correctly from dictation a passage selected for the purpose.	As in the first year, a higher standard of proficiency being required. A larger number of marks will be deducted for each mistake in spelling.
	GRAMMAR, ..	Analysis and parsing. To be acquainted with a general outline of the history of the English language. [The questions in grammar will be of a practical nature].	As in the first year, with prosody [The questions in grammar will be of a practical nature].
	†ENGLISH LITERATURE.	(*a*) History of English literature during the 19th century. (*b*) Study of some works of the period. These will be for 1907— Tennyson—*Locksley Hall.* Moore—*The Fire Worshippers.* In addition the following prose work should be studied :— Washington Irving—*Sketch Book.*	(*a*) The Lives of Dryden and Pope. (*b*) Study of some works of the period. These will be for 1907— Dryden—*Ode on St.Cecilia's Day.* Pope—*Windsor Forest.* In addition the following prose work should be studied :— Macaulay—*Lord Clive.*
	‡ COMPOSITION, ..	Books recommended for general reading :— Goldsmith—*The Vicar of Wakefield*; *The Good-natured Man.* Scott—*Old Mortality.* Stevenson — *Virginibus Puerisque.*	Shakespeare—*King Lear.* Holmes—*The Autocrat of the Breakfast Table.* Lamb—*Essays of Elia.* Somerville—*Some Experiences of an Irish R.M.* Barlow—*Irish Idylls.*

* Candidates are liable to lose marks if the penmanship of their exercises in any subject is of an unsatisfactory nature.

† A minute knowledge is expected of the *text* of the prescribed works, but no questions are set requiring a knowledge of notes to the text.

‡ The subject or the treatment of the composition is suggested by the books prescribed, but no paper of questions is set. At least two books mentioned in each column should be read.

PROGRAMME FOR KING'S SCHOLARS—*continued.*

Subject.	First Year.	Final Year.
GEOGRAPHY, ..	(*a*) Elementary Physical Geography. (*b*) Geography of the British Empire (including the Colonies), with special reference to its commercial aspect. (*c*) To fill in an outline map of Great Britain or some portion of it, showing principal cities, mountains and rivers.	
* ARITHMETIC AND MENSURATION.	Simple and compound rules, measures, and multiples, vulgar and decimal fractions, the metric system, proportion (simple and compound), with a knowledge of the unitary method, practice, simple interest, discount, stocks, square root, averages, percentages, profit and loss, proportional parts. A knowledge of the theory of the subject will be required. To state and explain methods of mental calculation. Mensuration of rectilineal figures and of the circle and its sub-divisions. [Difficult questions will not be given.]	As in the first year, with progressions, systems of notation, logarithms. A knowledge of the theory of the subject will be required. Mensuration as in the first year, with surfaces and solid contents of cube, prism, pyramid, cone, and sphere. [Difficult questions will not be given].
ALGEBRA (Men), ..	Elementary rules, G.C.M., L.C.M., fractions, extraction of square root, simple equations of one or two unknown quantities, and problems leading to them, factors, quadratic equations, surds, simultaneous equations of a degree not higher than the first, and simple problems. [Difficult questions will not be given.]	As in the first year, with progressions, theory of quadratic equations, theory of fractional and negative indices, variation ratio, and proportion. [Difficult questions will not be given.] Simultaneous equations of a degree higher than the first; problems involving quadratic equations. Application of graphs to the solution of equations of the first degree in two unknowns. Tracing of a few simple curves, *e.g.* $y^2=px$, $xy=c$.

* Mensuration is optional for women in the first year, and mensuration and logarithms are optional for women in the final year.

PROGRAMME FOR KING'S SCHOLARS—*continued.*

Subject.	First Year.	Final Year.
* GEOMETRY (Men), ..	Euclid, Books I., II., III., and IV., with easy deductions from the propositions. Accurate figures made by means of ruler, compasses and set square, are required.	As in the first year, with the definitions of Book V., Book VI., and easy deductions from the propositions Accurate figures made by means of ruler, compasses, and set square, are required.
†THEORY OF METHOD AND KINDERGARTEN.	The general principles of teaching, and the intelligent application of these principles to the teaching of the elementary subjects. Notes of lessons on elementary subjects, with full explanation of the proper method of using these notes. A knowledge of the principles and methods of the Kindergarten system. A practical knowledge of Frœbel's gifts and occupations, stick-laying, paper-folding and brickwork.	As in the first year with order of development of mental faculties; training of the senses of sight, touch, and hearing, and of memory, imagination, judgment, and reasoning, with their relation to school work; formation of habits and character; laws of health in relation to the school. Method of organizing and conducting an elementary school. To know the Commissioners Code.
‡ PRACTICE OF TEACHING, &c. (Examination will be oral.)	Test lessons, including such as require a knowledge of Kindergarten principles and practice.	(*a*) As in the first year. (*b*) To set classes to work, and to make changes in accordance with the time table of a school.
HISTORY, ..	History of the British Empire from 1689 to 1815. [Candidates will be expected to have a knowledge of the geography of Europe so far as it is required in connection with the history of the period.]	As in the first year.
§ DRAWING, ..	As in the King's Scholarship Examination. More advanced freehand drawing. To copy and originate designs on dotted and plain paper, with and without mechanical aids. Flat-washing in water-colour or shading by parallel lines. Free-arm blackboard drawing from copy and memory.	As in the first year. To be able to illustrate the fundamental rules of perspective as far as they help model drawing. To measure and compare heights and lengths at various distances. To draw correctly on paper and the blackboard simple models and groups of models placed in any position.

* The *actual proofs* given in Euclid are not required but his *method* of reasoning must be adhered to, and the *logical order* of his propositions must be preserved. Proofs based on first principles are preferred.

† Candidates must be familiar with the "Notes for Teachers," and must give evidence of having studied some modern work on approved school methods, and (for final year) on Psychology. For 1907, *Cowham's New School Method, Parts I. & II.*, is recommended for the first year students, and *Part III.* along with *Adams' Herbartian Psychology*, for those of the final year.

‡ The practical test is applied to King's scholars in their respective colleges.

§ At the examination in freehand both on paper and blackboard, rubbing out is not allowed. Students are expected to be able to perform on the blackboard any exercises which the pupils of a National school are required to work on paper.

PROGRAMME FOR KING'S SCHOLARS—*continued.*

Subject.	First Year.	Final Year.
DRAWING—*continued.*	To make drawings to any scale from dimensioned sketches, and to copy figures to different scales both on paper and the blackboard. To make dimensioned free-hand sketches suitable for exercises in scale drawing.	To construct with instruments, on paper and the blackboard, simple useful geometrical problems and scales. To correctly dimension and prepare drawings for workshop practice from rough dimension sketches. To draw sketches from models, and to accurately record on them the necessary dimensions.
* NEEDLEWORK, (Women).	*Sewing*—Hemming, running, top-sewing, stitching, button-holes, sewing on of gathers, patching, with higher standard of work than in entrance examination, To prepare and set in a gusset as for man's shirt. *Knitting*—Grown person's stocking with thickened heel; darning. *Cutting-out*—Man's shirt, girl's overall, with yoke and sleeves. Measurements to be given in the case of the shirt.	*Sewing*—As in the first year, with higher standard of work, whipstitch, straight and zig-zag featherstitch. *Knitting*—As in the first year, with fancy knitting. *Cutting-out*—Night dress for grown person.
†COOKERY AND LAUNDRY WORK (Women).	Practical knowledge of elementary cookery. The various processes must be clearly understood.	As in the first year, with practical knowledge of elementary laundry work.
VOCAL MUSIC :— .. (*Theory*).	*Tonic Sol-fa* :—The common scale, its chordal structure; mental effects; diatonic intervals; the standard scale of pitch; octave marks; pitch of keys; the various kinds of measures; accents and divisions of pulses; time names; musical terms in common use.	*Tonic Sol-fa* :—The common scale, its chordal and vibrational structure; mental effects; chromatic tones; diatonic and chromatic intervals; transition; bridge notes and distinguishing tones; the major and minor modes; the measures in common use; accents and divisions of pulses; time names; compass and training of voices; general teaching of the tonic sol-fa method; also translation from the staff into the tonic sol-fa notation and from the tonic sol-fa into the staff notation.

* Candidates must satisfy the examiner in each of the three sections—sewing, knitting, and cutting-out.

† Laundry work is optional.

PROGRAMME FOR KING'S SCHOLARS—*continued.*

Subject.	First Year.	Final Year.
VOCAL MUSIC :— (*Practical Test*).	Each candidate will be tested in :—(1) solfaing while pointing from memory on the modulator any one of six previously prepared school songs ; (2) reading in time ; (3) solfaing from examiner's pointing on the modulator passages including simple transition of one remove ; (4) singing at sight a simple test in tonic sol-fa notation, without transition ; (5) taking down the notes of an ear test of three consecutive notes of the scale played or sung to *laa*.	Each candidate will be tested in :—(1) solfaing and singing to words any one of six previously prepared school songs ; (2) reading in time ; (3) solfaing, from the examiner's pointing on the modulator, passages, including transitions of one remove and minor mode phrases ; (4) singing at sight at test in tonic sol-fa notation, including simple transitions of one remove ; (5) singing a simple staff notation test written in any key ; (6) taking down the notes of an ear test or simple passage of at least six notes played on an instrument or sung to the syllable *laa*. (7) to take part in a collective class performance of at least four pieces, in three or four part harmony.
	(*Men.*)	(*Men.*)
ELEMENTARY SCIENCE & OBJECT LESSONS.	Measurements of length, area, volume, angles, mass, and weight in British and metric systems. Exercises is experimental arithmetic and geometry. Graphical representation of quantities on squared paper. The lever and balance. Relative weight or density of solids, liquids, and gases. Floating bodies ; pressure of liquids, the siphon, U-tube. Pressure of the atmosphere ; barometer, air-pump. General effects of heat on matter, chemical and physical changes ; expansion, the thermometer, distillation, evaporation, solution, fusion, boiling, crystallisation, hygrometry. Weather observations ; ventilation.	Revision of mensuration and methods for finding "relative weight." Pressure of gases and liquids, Boyle's Law ; increase of pressure of a gas at constant volume ; Charles's Law. Modes of transference of heat, conduction, radiation, convection. Vapour pressure. Quantity of heat ; heat unit ; heat capacity. Latent heats of fusion and evaporation. Notions of a force ; moment of a force ; levers. Laws of motion ; falling bodies ; air and water pumps. Revision of composition of the atmosphere ; burning of carbon in air. Acids as solvents for metals; gases evolved by action of common acids on metals.

PROGRAMME FOR KING'S SCHOLARS—*continued.*

Subject.	First Year.	Final Year.
ELEMENTARY SCIENCE & OBJECT LESSONS —*continued.*	Effect of strongly heating animal, vegetable, and mineral matter in air, leading to a knowledge of the composition of the atmosphere. The rusting of iron; the burning of substances in the air. Preparation and properties of the constituents of the air.	Burning of hydrogen in air; composition of water. Combustion and flame; nature of fuel and its products of combustion; examination of peat, coal, coal-gas, gas-burners, gas-meter, gas and lamp explosions; nature of burning oils; oil lamps. Food as the fuel of the body; the simplest physiological facts as to breathing, digestion, and the circulation of the blood. Necessity for pure air and pure water. The elements of the composition of the body; by what foods these are supplied and renewed. Nature and composition of chalk, lime, marble, and limestone; preparation and properties of carbonic acid gas. Hardness of water. Effects of animal and plant life on the atmosphere. Acids and alkalis; their interaction upon one another.
	(*Women.*) Measurement of length, area, volume, angles, mass, and weight in British and metric systems Graphical representation of weights and measures; the lever and balance. Relative weights of solids, liquids, and gases; floating bodies. Pressure of the atmosphere, barometer. General effects of heat on matter, with special reference to the operations of the household; expansion; the thermometer; dissolving and melting; boiling, evaporation, distillation. Moisture in the air. Transmission of heat; applications to cooking, warming, and clothing. Ventilation.	(*Women.*) Revision of mensuration and methods for finding "relative weight." Hotness or temperature as distinguished from quantity of heat. Measurement of loss and gain of heat. Change of state, and heat changes involved. Changes produced by action of heat and acids on chalk or limestone; hard water; water supply for domestic purposes. Acids and alkalis, their interaction upon one another Nature and use of soap, soda, ammonia, &c. Fuel; coal; coal-gas; burning oil; peat. Gas and lamp explosions. Combustion and flame treated more fully than in first year.

PROGRAMME FOR KING'S SCHOLARS—*continued.*

Subject.	First Year.	Final Year.
Elementary Science & Object Lessons —*continued.*	Effect of heating animal, vegetable, and mineral substances in air, leading to a knowledge of nature of combustion, composition of the atmosphere, and nature of food substances. The changes that iron and phosphorus undergo when exposed to the atmosphere. Preparation and properties of constituents of the air The burning of carbon in the air.	Food as the fuel of the body; the simplest physiological facts as to breathing, digestion, and the circulation of the blood. Necessity for pure air and pure water. The elements of the composition of the body; by what foods these are supplied and renewed. Examination of some common food substances—*e.g.*, flour, eggs, milk, sugar. Changes occurring during the cooking of animal and vegetable food. Loaf of bread; fermentation and yeast; baking powder. Putrefaction and decay; preservation of food. Organisms producing decay and disease.
	(*Men and Women.*) Questions will be set to test the ability of candidates to prepare and treat object lessons, having in view the purposes for which such lessons are given. Only the more familiar subjects and phenomena of every day experience will be comprised in such questions.	(*Men and Women.*) Questions will be set to test the ability of candidates to prepare and treat object lessons, having in view the purposes for which such lessons are given. Only the more familiar subjects and phenomena of every day experience will be comprised in such questions.
Physical Drill, ..	All condidates are expected to give evidence of having received effective training in physical drill.	All candidates are expected to give evidence of having received effective training in physical drill.
Irish (optional), ..	(*a*) To read, understand, and translate into English "Caċaiṙ Conṙoí aguṙ Sgeulṫa Éiḋe" (Doyle) and "Ceiċṙe Sgeulṫa" (Hyde). (*b*) To translate an easy English passage into Irish (*c*) Irish conversation. (*d*) Grammar—aspiration, eclipsis, article, noun, pronoun, adjective, regular verb, verbs ıṙ and ṫá,	1. To be able to read, write, and speak Irish. [It is not expected that candidates who are not native Irish speakers should speak Irish with native fluency; but it is expected that they should have made some progress in acquiring a conversational knowledge of the language]. 2. To be acquainted with the full course of instruction in Irish prescribed for pupils in National schools. 3. To translate an ordinary piece of English into Irish. 4. To translate an ordinary piece of Irish into English.

PROGRAMME FOR KING'S SCHOLARS—*continued.*

Subject.	First Year.	Final Year.
IRISH (optional)—*continued.*		5. To possess a good knowledge of the following Irish works: Cormac O Conaill (Rev. P. Dineen) *or* Stair Seacta (Naughton). Life of Donnchadh Ruadh MacConmara (Fleming). Lay of Oisin in Tir na n-óg. (Edited by Flannery). 6. To understand the essential portions of Irish grammar.
FRENCH (optional), ..	Translation into English:— *Emile Souvestre.*—Au coin du feu (Hachette). Grammar. Easy sentences for translation into French. A short passage of French prose for translation into English (unprescribed).	Translation into English of two French works, one in prose, one in verse. These works for 1907 will be :— Erckmann-Chatrian. *Histoire d'un Conscrit de* 1813. Corneille.—*Cinna.* Passages of moderate difficulty for translation into English at sight. Grammar, including syntax and common idioms. Translation into French of an easy passage of English prose. Composition.—A short letter in French on a simple subject. Fair correctness of pronunciation.
LATIN (optional), ..	Translation into English:— *Cicero.*—de Senectute. *Virgil.*—Aeneid, Book I. (lines 1 to 400). Grammar. Translation into English of an unprescribed passage of easy Latin prose or verse. Easy sentences for translation into Latin.	Translation into English of two Latin works, one in prose, one in verse. These works for 1907 will be :— Livy.—*Book xxi.* Virgil.—*Aeneid, Book ii.* Grammar. Translation into English of an unprescribed passage of Latin prose or verse. Translation into Latin of a simple passage of English prose.

PROGRAMME OF EXAMINATION FOR TEACHERS SEEKING CERTIFICATES IN FRENCH, LATIN, AND IRISH.

French.

1. Translation into English of two French works, one in prose, one in verse. These works, for 1907, will be :—

Erckmann-Chatrian—*Histoire d'un Conscrit de* 1813.
Corneille-*Cinna.*

2. Passages of moderate difficulty for translation in English at sight.

3. Grammar, including syntax and common idioms.

4. Translation into French of an easy passage of English prose.

5. Composition :—A short letter in French on a simple subject.

6. Fair correctness of pronunciation.

Latin.

1. Translation into English of two Latin works, one in prose, one in verse. These works, for 1907, will be :—

Livy—*Book XXII.*
Virgil—*Æneid, Book II.*

2. Translation into English of an unprescribed passage of Latin prose or verse.

3. Grammar.

4. Translation into Latin of a simple passage of English prose.

Irish.

1. To be able to read, write, and speak Irish.

[It is not expected that candidates who are not native Irish speakers should speak Irish with native fluency ; but it is expected that they should have made some progress in acquiring a conversational knowledge of the language.]

2. To be acquainted with the full course of instruction in Irish prescribed for pupils in National Schools.

3. To translate an ordinary piece of English into Irish.

4. To translate an ordinary piece of Irish into English.

To possess a good knowledge of the following Irish works :—

Cormac OConaill (by Rev. P. Dinneen), *or* "Stair Ceasta" (Naughton).

Life of Donnchadh Ruadh MacConmara (by Fleming).

Lay of Oisin in Tir na n-Og. (Edited by Flannery.)

6. To understand the essential portions of Irish Grammar.

SCHEDULE XIX.

SPECIAL PROVISION FOR INSTRUCTION IN IRISH IN NATIONAL SCHOOLS AND TRAINING COLLEGES.

I.

Irish as an Ordinary Subject in National Schools.

(*For the programme see page* 105.)

Special fees will be paid for instruction in Irish as an ordinary subject in National schools, subject to the following conditions :—

1. The teacher must be qualified. (In the oral test he must have secured at least 33 per cent, of the maximum mark).

2. The programme must be sanctioned by the Commissioners, and should be of such a character as to make a permanent knowledge of the language probable in case the pupils reach the higher standards.

3. A fair proportion of the pupils must be in the senior section (*i.e.*, fourth or higher standards).

4. No child is to be compelled to join the Irish class whose parents object. Children not learning Irish should be given suitable work to do in the school.

5. The Irish instruction must not interfere injuriously with the time allowed for the ordinary subjects, or with the pupils' proficiency therein. All the subjects of the programme must be considered as of primary importance, unless the school is exempt from any of them.

6. Should the general report on a school be unsatisfactory for two successive years, the teaching of Irish must be discontinued, unless the subject is taught outside the "attendance."

7. A special record of the attendance, according to a prescribed form, must be kept for the Irish class.

The fee will be payable for pupils in the second and higher standards.

The fee will be 1s. per unit of average attendance at the Irish class in the second and third standards, and 2s. 6d. per unit in the fourth and higher standards, provided that the proficiency is satisfactory. The fees may be reduced or withheld at the discretion of the Commissioners.

II.

Irish in Schools where the Bilingual Programme has been sanctioned by the Commissioners.

(*For the bilingual programme see page* 102.)

The use of the bilingual programme may be permitted only—

(1) If the home language of the majority of the pupils is Irish ;

(2) If the teacher can speak Irish fluently ;

(3) If instruction through the medium of English will be given to any exclusively English-speaking pupils whose pa ents desire it.

In schools in which the bilingual programme is adopted, Irish should be mainly the medium of instruction for the junior standards (I. to III.), and English mainly for the higher.

The programme should be taught satisfactorily, and the merit of the teaching should be judged by the proficiency both in Irish and English, the former being the main factor in the case of the junior classes, and the latter in the case of the higher.

Permission to use the bilingual programme will be withdrawn if the school declines in usefulness under bilingual conditions, or, if the recognised Irish-speaking teacher leaves, unless his successor satisfies the condition as to knowledge of Irish.

The decision as to whether the foregoing conditions have been satisfied rests with the Commissioners.

Where the conditions have been fulfilled a fee of 4s. on each unit of the average attendance may be paid.

No fee for Irish as an ordinary subject will be payable for any pupil of a "bilingual" school for whom the 4s. fee is payable.

III.

Irish in Recognised Training Colleges.

Prizes not exceeding thirty in number may be awarded annually to King's scholars who, at the close of their final year of training, pass the examination generally and obtain a certificate of competency to teach Irish.

No teacher already "certificated" in Irish is eligible for a prize.

A prize is not awarded to any student who does not display adequate colloquial knowledge of Irish.

If more than thirty King's scholars satisfy the required conditions, the prizes are awarded to the best answerers, irrespective of what college they have attended.

The prize for each King's scholar is £5. A sum of £10 may also be awarded to every teacher who has obtained a prize of £5 as a King's scholar at the final examination for King's scholars, and who is thereafter reported to have shown high merit in the teaching of Irish for two consecutive years in a National school.

IV.

Payment of Fees for Irish in Colleges where Teachers attend Summer Courses in that Subject.

The special Irish "Colleges" must have a course, of at least four weeks comprising daily instruction for not less than four hours under teachers whose competency is certified by some recognised authority.

The number of students under any one teacher may not exceed 25.

A record of the students' attendances must be kept according to a prescribed form, and the Board's inspectors must be permitted to visit and inspect the college at any time during a training course.

Any student who absents himself from classes, except owing to illness or other reasonable cause, will not be recognised as eligible to earn payment for the college.

No student will be paid for if he fails to attend three-fourths of the lessons, but if his absence is owing to illness the Commissioners may allow him to receive supplemental lessons sufficient to secure payment

A qualified substitute may be employed by the teacher of a National school during his attendance at any of these classes, and the service of a substitute will be recognised as service given by the teacher.

No student who is already certificated by the Board in Irish will be paid for.

At the end of the courses, which should be made to synchronize in the several colleges, the Board's inspectors will examine the National school teachers who have attended.

Those who pass this examination will be registered as qualified to teach "Irish as an ordinary subject," and those who reach a sufficiently high standard will be registered as competent to take charge of a bilingual school.

A payment of £5 will be made to the college for each teacher who passes the examination, and who subsequently teaches Irish satisfactorily in a public school for one year.

The Commissioners reserve to themselves the right to refuse recognition of any "Irish College."

Only one session will be recognised in any year.

V.

Irish in Evening Schools.

In evening schools where Irish is successfully taught book prizes may be awarded to the pupils for proficiency in that subject on the following conditions:

(*a.*) No prize can be awarded for any pass in a lower programme than that prescribed for the fourth standard in day schools;

(*b.*) No prize can be awarded unless the number of pupils learning such programme, and presented for examination, is at least five, and unless the proficiency in Irish is pronounced good;

(*c.*) In the case of a school in which the number of pupils presented for examination is not less than five and not more than nineteen the prizes cannot exceed £1 in total value.

(*d.*) In the case of a school in which the number of pupils presented for examination is at least twenty, the prizes cannot exceed £2 in total value.

The candidates may select the books, subject to the approval of the manager and of the Commissioners.

The books are purchased by the Commissioners and sent to the schools, carriage paid.

VI.

(*a.*) New Appointments to Schools in Irish-speaking Districts.

(*b.*) Qualified Extern Teachers.

(*a.*) In the case of new appointments to schools in Irish-speaking districts, teachers are required to have an oral knowledge of Irish.

(*b.*) Qualified extern teachers may be recognised in National schools, with the approval of the Commissioners, to give instruction in certain subjects of the programme in which the ordinary teachers are not qualified.

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APPENDIX

TO THE

SEVENTY-THIRD REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

YEAR 1906–7.

SECTION III.

Examination Papers set at the Annual Examinations, 1906.
Summary of the Answering.

FOR EXTENDED TABLE OF CONTENTS OF THIS SECTION SEE INSIDE, p. iii.

Presented to both Houses of Parliament by Command of His Majesty.

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I. QUESTIONS set to King's scholars at the close of their course

———

PENMANSHIP.

Half an hour allowed for this paper.

Mr. O'RIORDAN, Senior Inspector.
Mr. W. J. BROWNE, District Inspector.

Write the following passages :—

(*a.*) As a headline in large hand.
(*b.*) As a headline in small hand.
(*c.*) (*d.*) (*e.*) In a neat legible hand.

(*a.*) Embarrassment.
(*b.*) The quality of mercy is not strained.
(*c.*) A CHIEFTAIN to the Highlands bound,
Cries "Boatman, do not tarry!
And I'll give thee a silver pound,
To row us o'er the ferry."
"Now, who be ye would cross Lochgyle,
This dark and stormy water?"
"O, I'm the Chief of Ulva's isle,
And this, Lord Ullin's daughter."

THOMAS CAMPBELL.

(*d.*) Aloysius O'Sullivan, Glengariffe, N.S., 5th July, 1906.

(*e.*) On the 15th of June, 1815, the allied armies were lying between Brussels and the French frontier. On the evening of that day the Duchess of Richmond gave a grand ball, which was attended by the Duke of Wellington and his staff.

———

SPELLING AND PUNCTUATION.

PASSAGE FOR DICTATION.

N.B.—*The Superintendent, when reading this passage, will bear in mind that, as the candidate is expected to punctuate it properly, the various stops should not be named.*

Mr. KELLY, Senior Inspector.
Mr. SEMPLE, District Inspector.

Mr. Sheridan saw nothing great, nothing magnanimous, nothing open, nothing direct in his measures or his mind. On the contrary, he pursued the worst objects by the worst means. His course was an eternal deviation from rectitude.

Spelling and Punctuation.

At one time he tyrannized over the will, and at another time deluded the understanding. As well might the writhing obliquity of the serpent be compared to the direct path of the arrow, as the duplicity of Mr. Hastings' ambition to the simple steadiness of genuine magnanimity. In his mind all was shuffling, ambiguous, dark, insidious, and little. Nothing simple, nothing unmixed; all affected plainness and actual dissimulation. He was a heterogeneous mass of contradictory qualities, with nothing great but his crimes, and those contrasted by the littleness of his motives; which at once denoted his profligacy and his meanness, and marked him for a traitor and a juggler. In his style of writing Mr. Sheridan preserved the same mixture of contrarieties. The most grovelling ideas he conveyed in the most inflated language, giving mock consequence to low cavils, and uttering quibbles in heroics; so that his compositions disgusted the taste of the understanding, as much as his actions excited the abhorrence of the soul. Mr. Sheridan traced the same character through almost every department of his government. Alike in the military and political line, we might observe auctioneering ambassadors and trading generals. We saw a revolution brought about by an affidavit, an army employed in executing an arrest; a town besieged on a note of hand, and a prince dethroned for the balance of an account.

———

GRAMMAR.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos.* 1 *and* 2, *which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value.*

Mr. W. A. Brown, Senior Inspector.
Mr. McEnery, District Inspector.

1. Analyse—

> But *he* once *passed*, soon after, when man fell,
> Strange *alteration!* Sin and Death *amain*
> *Following* his *track*, *such* was the will of Heaven,
> *Paved* after time a broad and better way
> Over the dark abyss, whose *boiling* gulf
> Tamely *endured* a bridge of wondrous length.

2. Parse the *italicised* words in the above passage.

3. Give the etymology of the following pronouns, and show how their use has varied:—*this, that, what, which, whose.*

4. Explain the influence of Norman French on English Grammar.

5. Give the derivation of the following words :—*alive, entail, king, knife, muslin, heresy, chalice, archbishop, cheese, kitchen.*

6. What traces of reduplication remain in the English verb?

7. Describe the following, and give an example of each :— (*a*) The Sonnet, (*b*) Ottava Rima, (*c*) The Spenserian Stanza.

8. Correct any defects in the grammar or style of the following :—

(*a.*) Erected to the memory of John Jones accidentally shot as a mark of affection by his brother.

(*b.*) I shall have great pleasure in accepting your invitation.

(*c.*) The parcel shall be delivered at your door before evening.

(*d.*) John and I shall be happy to see you.

9. Give the history of the gerund.

10. Classify adjectives irregularly compared. Give two examples of each class.

ENGLISH COMPOSITION.

Two hours allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. DEWAR, Senior Inspector.
Mr. FITZPATRICK, District Inspector.

SUBJECTS FOR ESSAY.

(1.) "The pen was, in Addison's time, a more powerful political engine than the tongue."

(2.) Addison as "the greatest of the English Essayists and the forerunner of the great English Novelists."

(3.) Instability of power and fame.

(4.) Empire Building.

ENGLISH LITERATURE.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each Section, A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. DALY, Senior Inspector.
Mr. MAHON, District Inspector.

SECTION A.

1. (*a*) Give an account of Shakespeare's life in London.
   (*b*) How was he associated with the Earl of Southampton, Ben Jonson and Robert Greene?
2. What part did Milton take in political affairs? Give a description of his life after the Restoration.
3. *Comus, Areopagitica, Tetrachordon, Iconoclastes.*

Write brief notes descriptive of these works, referring specially to their connection with events in Milton's life.

SECTION B.

4. Quote the advice of Polonius to Laertes.
5. (*a*) Like Niobe, all tears.
   (*b*) A countenance more in sorrow than in anger.
   (*c*) Springes to catch woodcocks.
   (*d*) The glass of fashion.
   (*e*) Conceit upon her father.
   (*f*) This fell sergeant.
   (*g*) A fellow of infinite jest.
   (*h*) What's Hecuba to him or he to Hecuba?

By whom and in what connection is each of the above spoken?

6. Quote in full Hamlet's appreciation of Horatio's character commencing :—

   ". . . . thou art e'en as just a man
   As e'er my conversation coped withal."

7. Write a summary of the Churchyard Scene in Hamlet.

SECTION C.

8. (*a*) Show how Milton interweaves Christian and classical imagery in *Lycidas*.

(*b*) Quote from the same poem the lines in which reference is made to the crisis in the National Church.

9. (*a*) Contrast the references to music in *L'Allegro* and *Il Penseroso* respectively .

(*b*) Show by quotation that Milton seems to prefer the pensive to the mirthful humour.

10. In *L'Allegro* and *Il Penseroso* whole pictures are expressed in a single word.

Criticise this statement and illustrate your answer by quotations from each poem.

ARITHMETIC AND MENSURATION.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions are all of equal value. Brief explanatory notes of your work should be given.*

MALE CANDIDATES *are* NOT *to attempt any questions in Section* C. *They may attempt not more than three questions in Section* A, *and not more than two in Section* B.

FEMALE CANDIDATES *may attempt not more than three questions in Section* A, *and not more than two of the seven questions in Sections* B *and* C.

Mr. DALTON, Senior Inspector.
Mr. SHANNON, District Inspector.

SECTION A.

1. Explain, as you would to a class, the best method of finding the Lowest Common Multiple of three or more numbers, and the principles on which it is based; and prove that the product of any two numbers is equal to the product of their G.C.M. and L.C.M.

2. Express as the decimal of 1 cwt. correctly to three places, the value of the $\left(\frac{1}{\sqrt{27}-\frac{1}{\sqrt{27}-\frac{1}{\sqrt{27}}}}\right)^{\text{th}}$ part of a kilogramme.

3. A steam-roller takes 20 days 6 hours 10 minutes to the mile, and its expense is £3 2*s*. 6*d*. per day. Find, by practice, the time required for steam-rolling the streets of a city consisting of 48 miles 6 furlongs 24 perches, and the total cost; the working day being 10 hours long.

4. A dealer buys 16, 20, and 24 horses respectively at three successive fairs. He expects to sell them at a gain of 30 per cent.; but he is obliged to dispose of them all at a uniform price for £2,700, thus losing 25 per cent. on the first lot, 20 per cent. on the second lot, and 10 per cent. on the third lot. What was the average price expected?

Arithmetic and Mensuration.

5. A man buys £1,500 in Consols (2½ per cent.), at 89½, and he invests £2,358 in railway guaranteed shares, yielding 4 per cent., at 98¼. The Consols subsequently rise to 90½ and the railway shares to 98¾. He then sells out of each as much as refunds half its own original purchase money. How much of each stock does he still hold?

6. The square of a complex fraction consisting of an integer plus ½ may be found mentally by adding a ¼ to the product of the integral part and this part plus unity. Prove this.

Show how to apply the same method to such questions as finding the square of 195 and 2·05.

Section B.

7. (*a*) What do you understand by saying that log 2 = ·3010300?

(*b*) Given log 2 = ·30103 and log 3 = ·4771213, find log $\frac{9}{125}$.

8. (*a*) Compare the spherical surface of a hemisphere with the area of its circular end.

(*b*) A square building, having walls 24 feet long and 14 feet high, is covered with a pyramidal roof whose apex is 30 feet from the ground, and the sides of the roof are covered with sheet lead $\frac{1}{16}$-inch thick. What weight of lead will be required if a cubic inch of it weighs 7 ounces.

9. Assuming the usual rule for the area of any triangle, prove the following short method of finding the area of an equilateral triangle, viz.:—Square the side and multiply by ·433.

10. A solid consisting of a right circular cone with its base exactly fitting the plane end of a hemisphere stands in a cylindrical vessel full of water, the spherical surface of the hemisphere so resting on the bottom that the axis of the cone is perpendicular. Find the weight of water displaced, having given the radius of the cylinder to be 3 feet and its height 4 feet, the radius of the hemisphere 2 feet and the height of the cone 4 feet.

[A cubic foot of water weighs 1,000 ounces; $\pi = 3{\cdot}1416$.]

Section C.

11. The 7th term of an Arithmetical Progression is 1, and the 13th term is 3; find the sum of the first 39 terms.

12. A ship's cargo, worth £17,589, is insured at 4°/o for such a sum that, in case of loss, the owner recovers both the premium and the value of the cargo. Find the amount of the insurance policy.

13. (*a*) Explain what is meant by the *radix* of a scale, and show that the smaller the radix of the scale in which a number is expressed the greater will be the number of digits composing it.

(*b*) Express 1620529 in the duodecimal scale.

ALGEBRA.—MEN.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. McCLINTOCK, Senior Inspector.
Mr. MACMILLAN, District Inspector.

1. Out of a cask containing 360 quarts of pure alcohol a quantity is drawn and replaced by water. Of the mixture a second quality, 84 quarts more than the first, is drawn and replaced by water: there is now as much water as alcohol in the cask. What quantity was drawn out at first?

2. If b be a mean proportional between a and c, show that—

$$(a+b+c)(a-b+c)=a^2+b^2+c^2.$$

3. If x varies as y, then x^3+y^3 varies as x^y.

4. (i) Prove that a quadratic equation cannot have more than two roots.

(ii.) If the equation $x^2-15-m(2x-8)=0$ has equal roots, find the values of m.

5. Solve—

$$x+y=1072.$$
$$x^{\frac{1}{4}}+y^{\frac{1}{4}}=16.$$

6. Insert between 6 and 16 two numbers such that the first three may be in A.P. and the last three in G.P.

7. Simplify—

(i.) $\dfrac{2\sqrt{(\frac{1}{3})}+3\sqrt{(\frac{1}{2})}}{\frac{1}{2}\sqrt{(\frac{1}{3})}-\frac{1}{3}\sqrt{(\frac{1}{2})}}$.

(ii.) $x^{\frac{1}{3}}y^{\frac{1}{3}}\times\left(\dfrac{x^{-\frac{2}{3}}}{y}\right)\div\{x^{-\frac{1}{3}}y^{-\frac{1}{4}}\}$.

8. Trace the curves $y=\dfrac{x^2}{8}$, and $x=-y^2$, and find the co-ordinates of their points of intersection.

9. Find the G.C.M. of—

$$5a^4-3a^3-8a-3, \text{ and}$$
$$a^5-a^3-4a^2-3a-2.$$

10. Define *Harmonical Progression*, and place two terms at each end of the progression 15, 20, 30.

GEOMETRY.—Men.

Two hours allowed for this paper.

N.B.—*Only five questions are to be attempted, of which not more than three must be in Section* A *or in Section* B. *The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Euclid's proofs need not be given, but his method of reasoning and the logical order of his theorems must be preserved. Algebraic solutions will not be accepted.

Mr. Ross, Senior Inspector.
Mr. Chambers, Senior Inspector.

Section A.

1. If a straight line touch a circle, and from the point of contact a straight line be drawn dividing the circle into two segments, the angles made by this line with the tangent are equal to the angles which are in the alternate segments.

2. To describe a regular pentagon about a given circle.

3. To describe a rectilineal figure which shall be similar to one, and equal to another given rectilineal figure.

4. If two triangles have one angle of the one equal to one angle of the other, and the sides about the equal angles proportionals; the remaining angles are equal, each to each, viz., those which are opposite to the homologous sides.

5. Parallelograms upon the same base and between the same parallels are equal to one another.

Section B.

6. If from the extremities of any diameter of a circle perpendiculars be drawn to any chord of the circle, they shall meet the chord, or the chord produced, in two points which are equidistant from the centre of the circle.

7. Take any two points E and F in the sides AC, AB respectively of a triangle ABC; join EF, and draw from A a straight line passing through the middle point of EF, and cutting BC in D; show that $CA \cdot AF \cdot BD = BA \cdot AE \cdot CD$.

8. Two unequal circles intersect at A; show how to draw a straight line PAQ, cutting the one circumference in P and the other in Q, so that PA may equal AQ.

9. If ABC be an isosceles triangle of which the angles at B and C are each double of A; then the square on AC is equal to the square on BC, together with the rectangle contained by AC and BC.

10. AB is a given diameter of a circle, and CD is any parallel chord; if any point X in AB is joined to the extremities of CD; show that $XC^2 + XD^2 = XA^2 + XB^2$.

THEORY OF METHOD.

Two hours allowed for this paper.

N.B. —*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. HEADEN, Senior Inspector.
Mr. M'GLADE, District Inspector.

1. "It is the chief business of education to pass from distinctly *perceived individual notions* to clear *general notions*." Discuss this statement. Explain briefly how the "perceived individual notions" are acquired, and indicate the stages in the passage to "general notions."

2. Why should the teaching of English grammar in our schools begin with the sentence and proceed analytically? Draw out a scheme of a progressive course in analysis of sentences leading up to grammatical parsing.

3. What is the chief use of a *dictation* exercise? Describe briefly how you would carry out a dictation exercise intended to teach correct spelling.

4. By what considerations would you be guided in deciding on a course of physical exercises for your pupils? How should they be conducted to secure the best disciplinary effects?

5. Trace the growth of the feelings in child life, and classify them. What feelings would you utilise as incentives to effort and application in (i) the infant classes, (ii) the upper classes of your school? Give reasons.

6. What are the advantages and disadvantages of each of the following plans for the distribution of the staff of a school.

(i) Each teacher teaches the same course year after year.

(ii) Each teacher advances with his class.

Theory of Method.

7. Enumerate the habits which are specially helpful towards securing (1) the intellectual progress of pupils, (2) the proper presentation of themselves and their work, (3) their effective moral training. Review the formation of any one in group (1).

8. Summarise the hygienic conditions which you consider essential in the school buildings and premises; and state the duties of the teacher with regard to any one of them.

9. Describe how you would introduce *new* songs in the (*a*) junior, (*b*) senior division of the school. What exercises might be practised as a preparation for part-singing in the latter division?

10. (For men only.) What are the main principles to be taught in introductory lessons on Model Drawing? Indicate the chief difficulties to be overcome in the actual drawing of common objects.

10*a*. (For women only.) Write out the substance of a collective lesson on patching calico, noting the various points which are to be explained to pupils of fourth standard.

HISTORY.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. Pedlow, Senior Inspector.
Mr. McNeill, District Inspector.

1. What were the different parties that made up the Constituent Assembly of 1789? Name some leaders of each group.

2. Draw a map of Spain and Portugal, showing mountain ranges and rivers, and on it place the following :—

Badajoz, Salamanca, Torres Vedras, Albuera, Vittoria, Saragossa.

3. Sketch the career of Danton.

4. Give an account of the chief events which happened in Italy, 1808-1810.

5. What were the terms of the Treaty of Reichenbach 1790, and of the Treaty of Jassy 1792? Who were the contracting parties in each case?

6. Give an account of the legal reforms introduced in France, 1801-1804.

7. England attacked Denmark in 1801 and 1807. Explain the causes, and narrate briefly the circumstances in each case.

8. Give a clear account of the movements of the French, Prussian, and English armies on the three days preceding Waterloo.

9. Describe shortly the diplomacy of Metternich.

10. Enumerate the important events in 1800 which led up to the Treaty of Luneville. What were the terms of this treaty?

DRAWING.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted, one of which must be No. 6. The Examiner will read only the first four answers left uncancelled. In the answers to the geometrical questions all construction lines should be* clearly *shown.*

Dr. ALEXANDER, Senior Inspector.
Mr. COYNE, District Inspector.
Mr. BEVIS, Examiner.

1. State the principles by which you account for the apparent rising, as it recedes, of a horizontal plane below the level of the eye.

2. Sketch from memory a coal scuttle, *or* a silk hat resting on its top.

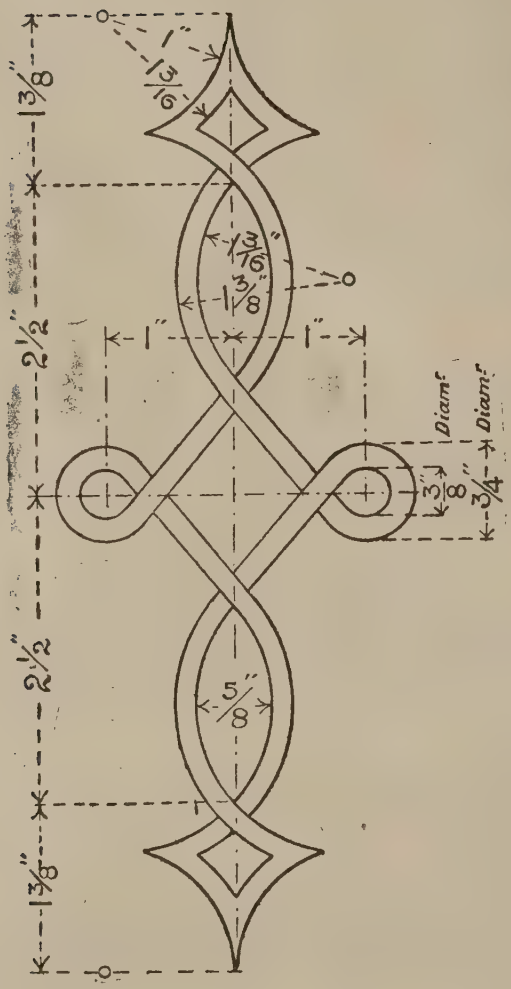
3. Construct a simple geometrical design, using the rhombus as a basis.

4. Explain clearly on what principle a diagonal scale is constructed. Draw a scale of $\frac{1}{48}$th to show yards, feet, and three inches, and show a distance of 1 yard 1 foot 6 inches.

5. Two houses, half a mile apart, are situated on a straight level road which extends from the foot of a neighbouring hill. A man at the top of the hill finds the angles of depression of the houses to be 30° and 20° respectively. Find the height of the hill.

6. Draw (full size) a figure similar to the one given on next page, according to the dimensions supplied.

Drawing.



NEEDLEWORK.

Time allowed six hours and a half.

Mr. STRONGE, Senior Inspector.
Miss PRENDERGAST, Directress of Needlework.

SEWING.

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following :—*top-sewing*, *hemming*, *running* (one seam top-sewn and felled, and a tuck), a *buttonhole* barred at each end ; *sewing on gathers* (also known as "stocking-on"). *One buttonhole* and *one inch* of each of the stitches will suffice as samples, and candidate will do well not to exceed this amount, as, by increasing it, she will encroach upon the time required for other branches of this subject. A small gusset is to be set in as if for a man's shirt, top-sewn (from the wrong side) along the two sides of the triangle, stitched across its fold, and hemmed down at back. This gusset is to be inserted at end of seam, which should be worked, for the purpose, some way from the edge of the material.

Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

KNITTING AND DARNING.

Candidate is to knit a Penelope jacket of miniature size (to fit a small doll) completely finishing it. She will be supplied by Superintendent with a small piece of stocking-web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side, as she works from the wrong. On this piece she is to darn a *round hole, not smaller than a threepenny piece or larger than a sixpence*, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage.

The specimen of darning is, when finished, to be attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT.

Candidate will be required to cut out a night-dress for a grown person. The night-dress should be made to the following measurements, which are half the full size :—Length of yoke, 8½ inches ; front shoulder, 3½ inches ; length of body, 26 inches ; width (exclusive of gores), 18 inches ; length of sleeve (including cuff), 10½ inches. Paper for cutting out will

Needlework. be provided. Article is to be tacked together with needle and thread; *no pins are to be left in it.* It is to be marked with examination number.

Candidate is requested to comply *as exactly as possible* with all requirements mentioned above, as neglect of any of these instructions may lessen the value of her work.

COOKERY.—WOMEN.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. HOGAN, Senior Inspector.
Miss FITZGERALD, Head Organizer.

1. Give method for lighting a gas stove. What must be done if gas lights back?

2. How should the following be cleaned:—Milk jugs, galvanized ware, sieves?

3. Give recipe for making coffee, and say how much coffee should be put to one pint of water. What are the effects of coffee on the system generally?

4. Describe the various chemical reactions which take place in ordinary bread making.

5. State the advantages and defects of roasting as compared with other modes of cooking. Describe the process of roasting. What are its principal objects?

6. How does the flesh of poultry and game differ from that of butcher's meat? What other meat should be eaten with poultry, and why?

7. Write out hints as to proper method of giving a demonstration lesson in cookery.

8. What are the advantages and disadvantages of fish as a diet? When are mackerel and cod in season?

9. Explain fully why we eat most of our food cooked.

10. Discuss the value of legumes or pulse foods as food. What principle has to be kept in view in cooking them, and what should be eaten with them?

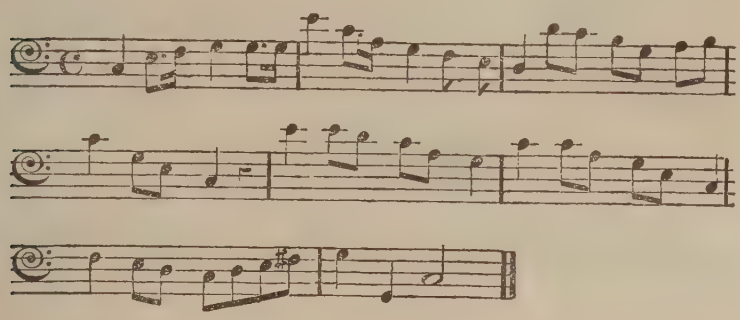
VOCAL MUSIC.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted, one of which must be either Question No. 1 or No. 2. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. HEADEN, Senior Inspector.
Mr. GOODMAN, Inspector of Musical Instruction.

1. Translate the following passage into the Tonic Sol-fa Notation :—



2. Write the following in the treble clef in Staff notation, using the eighth note, or quaver, for the pulse :—

KEY F.

: s_1	d :-.r : d	t_1 : l_1 : s_1	s :- :-	l :-.t : d^1
	s :-.f : m	r :- : d	l_1 :- :-	- :- : t_1
	d :-.r : d	t_1 : l_1 : s_1	s :- :-	l :-.t : d^1
	s :-.f : m	r :- : d	d :- :-	- :- ‖

3. Write all the minor sixths and diminished sevenths you can find in the *Lah* mode, harmonic form.

4. Write a short musical phrase showing the perfect and the imperfect methods of indicating transition.

Vocal Music. 5. Add the Key signatures and distinguishing tones indicated by the bridge-notes in the following phrases :—

(1) Key E♭.
s l r f ᵐt₁.

(2) Key B.
t₁ d l₁ s₁ r₁ ᶠ₁d.

(3) Key G♭.
ᵐs t₁ d ᵐl.

(4) Key A.
f r t₁ s ˢ₁r.

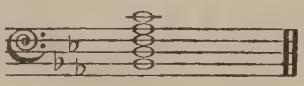
(5) Key D♭.
s f ᵐd¹ ¹r.

6. Give the compass and characteristics of each of the four principal kinds of voices.

7. In training boys' voices what chief points are especially to be attended to?

8. Explain the following terms in general use :—
Meno mosso; Trio; *Ad libitum;* Baritone; *Legato.*

9. Name all the intervals you can find in the following chord :—



10. Write a short passage suitable as a modulator exercise in the *Lah* mode, introducing the tones *bah* and *se.*

MANUAL INSTRUCTION.

Two hours allowed for this paper.

N.B.—*Five questions only to be attempted, of which at least two and not more than three are to be taken from each section,* A *and* B. *The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. Smith, Senior Inspector.
Mr. Tibbs, District Inspector.
Mr. Bevis, Examiner.

Section A.

1. Draw the plan, also the front and the side elevations of the wire figure sketched in Fig. 1, and dimension it.

2. Draw the right-angle development of the design in Fig. 2, and put in the dimensions.

3. Describe how to construct a wire tripod stand.

4. Give on dotted paper a correctly dimensioned sketch of an exercise in bending in one plane.

5. What are the rules for correctly dimensioning a drawing for wire work?
What precautions must be observed in putting in the dimensions?

Section B.

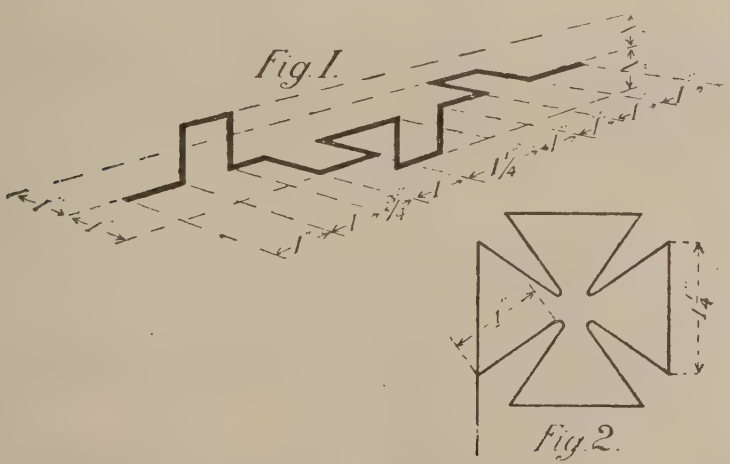
6. Explain briefly but explicitly the various stages of drawing a cardboard pattern for cutting out.

7. Draw a perspective sketch of a model of a school form about two feet in length, and record on it all necessary dimensions.

8. Give a drawing of the development of the model described in Question 7.

9. Cut a stencil of a very simple "unit" in design, and describe by the aid of this stencil at least four applications of it, so as to form different patterns.

10. Describe four ways in which cardboard exercises may be combined with exercises on scale work.



ELEMENTARY SCIENCE.—Men.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Wherever possible illustrate your answers by careful diagrams.

Dr. Skeffington, Senior Inspector.
Mr. Heller, Organiser and Inspector of Elementary Science.

1. Give an outline sketch of a lesson or lessons on one of the following subjects :—(*a*) a limestone quarry, (*b*) a flour mill, or (*c*) a creamery.

2. Carefully describe in order the various stages in preparing, giving, and recording a lesson in experimental science in an ordinary National School. State how you would prepare your own work and organise that of your pupils.

3. Describe some method of finding the density of a gas.

4. What experiments would you make to verify the law connecting temperature and pressure of a gas, the volume of which is kept constant?

5. A copper calorimeter weighs 60 grams ; 25 grams of water are placed in it, and the temperature is found to be 60° F. ; 200 grams of mercury at 160° F. are now poured into the calorimeter, and the resulting temperature is 76.2° F. What amount of heat is necessary to raise 1 gram of mercury through 1° F.? (Assume specific heat of copper is one-tenth of that of water.)

6. How may it be shown that a liquid is produced when hydrogen gas is burnt in air? How can you identify this liquid with water? How would you show that water contains oxygen?

7. Describe briefly the organs of breathing. During respiration what changes take place in the air breathed and in the blood?

8. Describe a method of preparing some jars of carbonic acid gas. Describe an experiment which would enable you to find the weight and the volume of carbonic acid gas in one gram of washing soda.

9. Given a standard solution of an alkali ; explain how you would make a solution of spirits of salt (hydrochloric acid) such that 1 c.c. of the acid solution would exactly neutralize 1 c.c of the standard alkaline solution.

10. Explain the construction of an oil lamp ; what precautions should be taken to ensure the efficient burning of such a lamp and to prevent accidents with it? Do the products of combustion of an oil lamp vitiate the air of the room in which it burns?

ELEMENTARY SCIENCE.—WOMEN.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Wherever possible illustrate your answers by careful diagrams.

Dr. SKEFFINGTON, Senior Inspector.
Mr. HELLER, Organiser and Inspector of Elementary Science.

1. Give an outline sketch of a lesson or lessons on one of the following subjects :—(*a*) a limestone quarry, (*b*) a flour mill; or (*c*) a creamery.

2. Carefully describe in order the various stages in preparing, giving, and recording a lesson in experimental science in an ordinary National School. State how you would prepare your own work, and organise that of your pupils.

3. Given two eggs—one fresh and the other three weeks old —how would you distinguish the one from the other without breaking the shells?

4. Describe the construction of a Bunsen or "atmospheric" burner; in what way is the Bunsen flame different from that of an ordinary gas jet? How could you show which of the two flames had the greater heating effect?

5. Why are some waters called "hard" and others "soft"? How could you compare the hardness of two waters? What are the disadvantages of hard water for domestic purposes?

6. What are the elements of which the human body is composed? What classes of food materials are necessary to make good the food used in repair of tissue and in producing energy? Why are mixed diets desirable?

7. Describe experiments with *one* of the following food materials in order to demonstrate its approximate composition and the effects of heat upon it :—flour, eggs, milk, sugar.

8. What do you understand by heat capacity? If a thin rubber "hot-water bottle" full of water, and a piece of iron were of the same size and at the same temperature, which would cool the more rapidly under similar conditions?

(1 c.c. of iron = 7·6 grams ; specific heat iron = ·12.)

9. Describe the preparation and properties of Ammonia gas. What domestic uses are made of Ammonia and its compounds?

10. Why is it difficult to keep food fresh in a dirty and badly ventilated room? Describe experiments to show that sterilized milk is different from ordinary fresh milk.

II.—QUESTIONS set to King's scholars (Two year students) at the end of their first year of residence.

PENMANSHIP.

Half an hour allowed for this paper.

Mr. O'RIORDAN, Senior Inspector.
Mr. W. J. BROWNE, District Inspector.

Write the following passages :—

(*a.*) As a headline in large hand.
(*b.*) As a headline in small hand.
(*c.*) (*d.*) (*e.*) In a neat legible hand.

(*a.*) Embarrassment.
(*b*). The quality of mercy is not strained.
(*c.*) A CHIEFTAIN to the Highlands bound
Cries "Boatman do not tarry!
And I'll give thee a silver pound,
To row us o'er the ferry."
"Now, who be ye would cross Lochgyle,
This dark and stormy water?"
"O, I'm the Chief of Ulva's isle,
And this, Lord Ullin's daughter."
THOMAS CAMPBELL.

(*d.*) Aloysius O'Sullivan, Glengariffe, N.S., 5th July, 1906.
(*e.*) On the 15th of June, 1815, the allied armies were lying between Brussels and the French frontier. On the evening of that day the Duchess of Richmond gave a grand ball, which was attended by the Duke of Wellington and his staff.

SPELLING AND PUNCTUATION.

PASSAGE FOR DICTATION.

N.B.—*The Superintendent, when reading this passage, will bear in mind that, as the candidate is expected to punctuate it properly, the various stops should not be named.*

Mr. KELLY, Senior Inspector.
Mr. SEMPLE, District Inspector.

Mr. Sheridan saw nothing great, nothing magnanimous, nothing open, nothing direct in his measures or his mind. On the contrary, he pursued the worst objects by the worst

means. His course was an eternal deviation from rectitude. At one time he tyrannized over the will, and at another time deluded the understanding. As well might the writhing obliquity of the serpent be compared to the direct path of the arrow, as the duplicity of Mr. Hastings' ambition to the simple steadiness of genuine magnanimity. In his mind all was shuffling, ambiguous, dark, insidious, and little. Nothing simple, nothing unmixed; all affected plainness and actual dissimulation. He was a heterogeneous mass of contradictory qualities, with nothing great but his crimes, and those contrasted by the littleness of his motives; which at once denoted his profligacy and his meanness, and marked him for a traitor and a juggler. In his style of writing Mr. Sheridan preserved the same mixture of contrarieties. The most grovelling ideas he conveyed in the most inflated language, giving mock consequence to low cavils, and uttering quibbles in heroics; so that his compositions disgusted the taste of the understanding, as much as his actions excited the abhorrence of the soul. Mr. Sheridan traced the same character through almost every department of his government. Alike in the military and political line, we might observe auctioneering ambassadors and trading generals. We saw a revolution brought about by an affidavit, an army employed in executing an arrest; a town besieged on a note of hand, and a prince dethroned for the balance of an account.

GRAMMAR.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value.*

Mr. W. A. Brown, Senior Inspector.
Mr. McEnery, District Inspector.

1. Analyse—

The royal prerogative had within the memory of the generation then in the vigour of life, been so grossly abused, that it was still regarded with a jealousy which, when the peculiar situation of the House of Brunswick is considered, may perhaps be called immoderate.

Grammar.

2. Parse the following *italicised* words :—

(*a.*) The *hearing* ear and the seeing eye, the Lord hath made even *both* of them.

(*b.*) *His having been beaten* once only made him *the more* determined to succeed.

(*c.*) *There's* not the smallest orb which thou *behold'st* *But* in *his* motion like an angel *sings.*

3. Differentiate the following as regards usage :—foremost and first, nearest and next, later and latter, older and elder, outer and utter.

4. Explain the force and origin of the following suffixes :—*-en, -ly, -ness, -ship, -y.*

5. What languages have existed in the British Isles? Which are spoken at present?

6. Derive the words *bachelor, cousin, husband, lady, madam,*

7. Correct any defects in the grammar or style of the following :—

(*a.*) These excellent villas to be sold or let, freehold or leasehold.

(*b.*) Few people learn anything that is worth learning easily.

(*c.*) Our correspondent saw several soldiers dead or wounded riding over the battlefield.

(*d.*) I feel assured that I will be misunderstood.

8. Define the following :—*solecism, idiom, synonym, tautology, dialect.*

9. After what verbs is "*to*" as the sign of the infinitive mood omitted? When must it be inserted after these verbs? What other form of the verb may sometimes replace the dependent infinitive?

10. Give three examples of the use of *as* (*a*) as a relative pronoun, (*b*) as a subordinate conjunction.

ENGLISH COMPOSITION.

Two hours allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. Dewar, Senior Inspector.
Mr. Fitzpatrick, District Inspector.

Subjects for Essay.

1. Literary Criticism.
2. Clearness of judgment and firmness of mind.
3. Influence of cultivated companions.
4. Merits and demerits of Wordsworth as a poet.

ENGLISH LITERATURE.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, two at least from each Section, A, B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. DALY, Senior Inspector.
Mr. MAHON, District Inspector.

SECTION A.

1. Give an account of the life and works of John Keats.

2. Name some leading women writers at the opening of the nineteenth century, with their principal works.

3. Explain briefly what is meant by the Romantic school of poetry.

Give some account of Scott's principal poems and of the influences under which they were produced.

4. Name the authors of the following works :—

1. Kubla Khan.
2. Frankenstein.
3. Vision of Judgment.
4. Lalla Rookh.
5. The Parish Register.
6. Rejected Addresses.
7. Peter Bell.
8. Pleasures of Hope.
9. Madoc.
10. The Cenci.

SECTION B.

5. "Our birth is but a sleep and a forgetting."
How is this idea developed?

6. (*a*) "Glad hearts! without reproach or blot
Who do thy work and know it not."
To whom is reference made?

(*b*) "Will no one tell me what she sings?"
What does Wordsworth suggest as the subject of the Reaper's song?

7. "For I have learned
To look on nature, not as in the hour of thoughtless youth."
What two views of nature are suggested by these lines?

8. To what is allusion made by Shelley in the following lines?—

(*a*.) An old and solemn Harmony.
(*b*.) A loud, lone sound no other sound can tame.
(*c*.) Not a city but a flood of ruin.
(*d*.) The breath and blood of distant lands.

9. Quote from *The Cloud* Shelley's description of Sunrise and Sunset.

10. Quote the series of comparisons of which Shelley makes his *Skylark* the subject.

GEOGRAPHY.

One hour and a half allowed for this paper

N.B.—*One of the map questions (Nos. 1 and 2) is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map question and the first four other answers left uncancelled. The questions in this paper are all of equal value.*

[Neatness and accuracy in the drawing of maps and diagrams will be taken into account]

Mr. O'Connor, Senior Inspector.
Mr. Cromie, District Inspector.

1. On the outline map of England supplied to you mark the Pennine Range (showing the chief peaks); the rivers Trent, Nen, and Severn; Birmingham, Leeds, Southampton, and Ipswich.

2. Draw a map of the Ganges basin, showing the watersheds and principal tributaries. Mark the position of Delhi, Allahabad, Benares, Cawnpore, Calcutta.

3. Where are the following towns, and for what industry is each of them noted:—Northwich, Enfield, Dolgelly, Dunfermline, Kilmarnock?

4. Describe the physical features of Ceylon and give an account of its commerce.

5. What do you know of the export trade of the following ports:—Mombasa, Karachi (or Kurrachee), St. John's, Akyab, Kingston? State where each is situated.

6. From which of the Colonies does the United Kingdom obtain supplies of:—hides, copper, cotton, tin, wine?

7. Describe the trunk route of either of the following English railways, mentioning the important towns through which it passes:—The Great Western *or* the Great Northern.

8. Name and describe the position of the principal coalfields of England and Wales.

9. In what districts in Scotland is ironstone found? Name the chief centres of iron manufactures in Scotland.

10. Give a full account of the mineral resources of Ireland.

ARITHMETIC AND MENSURATION.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions are all of equal value. Brief explanatory notes of your work should be given.*

MALE CANDIDATES *are* NOT *to attempt any questions in Section* C. *They may attempt not more than three questions in Section* A, *and not more than two in Section* B.

FEMALE CANDIDATES *may attempt not more than three questions in Section* A, *and not more than two of the seven questions in Sections* B *and* C.

Mr. DALTON, Senior Inspector.
Mr. SHANNON, District Inspector.

SECTION A.

1. What is meant by dividing one vulgar fraction by another? Explain, as you would to a class, the rule employed, and the principles on which it is based.

2. Given 1 inch = 2·54 centimetres;
1 gallon = 277·274 cubic inches;
Weight of a cubic foot of water = 1,000 ozs.

Find the English equivalents of any two of the following, viz.,—

a *litre*, a *hectare*, a *kilogramme*.

3. Early potatoes, grown on a farm containing 24 acres 3 roods 20 perches, the yield per acre being 5 tons 12 cwt. 56 lbs., are made up in bags, each weighing $22\frac{1}{2}$ stone. Find, by practice, the total yield of the crop.

4. Find, in the shortest way, the difference between

$$\sqrt{\cdot 196} - \cdot 0\dot{6}\dot{8}\dot{3} \text{ and}$$

$$\sqrt{\cdot 0196} - \cdot 0\dot{6}\dot{8}\dot{3}.$$

5. (*a*) Explain, as you would to a class, the terms *Present Worth*, *Amount*, *Rate*, showing clearly the connection between them.

(*b*) Show that the commercial or ordinary discount on a bill exceeds the true discount by the interest on the latter for the same time and rate.

6. A man owns £3,000, railway debenture stock, yielding $3\frac{1}{4}$ per cent. He sells out and invests the proceeds in consols ($2\frac{1}{2}$%) at $89\frac{1}{2}$, thus losing £10 on his original income. At what price did he sell?

Arithmetic and Mensuration.

SECTION B.

7. Find the expense of paving a circular court 30 feet in diameter at 2*s*. 3*d*. a square foot, leaving in the centre a space in the form of a regular hexagon each side of which measures 2 feet.

[$\pi = 3{\cdot}1416$.]

8. A plot of ground enclosed by six sides, four of which are in order 20, 24, 15, and 18 feet respectively, the perpendiculars on them from the intersection of the other two sides being respectively in the same order 6, 26, 32, and 4 feet, is taken by a railway company, and the owner is given in exchange a plot of equal area in the shape of a rectangle whose length is twice its breadth. What are the dimensions of the second plot?

9. State and prove the rule for finding the area of a sector of a circle.

10. The diagonals of a rhombus are 30 and 40 feet respectively. What ratio does its area bear to that of a square having the same perimeter?

SECTION C.

11. The following table gives the population and birth-rate per 1,000 for the three largest cities of the United Kingdom :—

	Population.	Birth-rate.
London - - -	4,613,812	28·4
Glasgow - - -	786,897	31·9
Liverpool - - -	716,810	33·4

Find the average birth-rate for the three cities.

12. State and prove a short rule for finding the cost of maintaining any number of leagues of a railway line when the cost per perch is given.

13. A man cycles from Dublin to Cork (165 miles) in 3 days, each day's journey being 20 per cent. shorter than that of the following day. Find the distance travelled each day?

ALGEBRA.—MEN.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. MCCLINTOCK, Senior Inspector.
Mr. MACMILLAN, District Inspector.

1. Extract the square root of—

$$(a^3 + ab + bc + ca)(bc + ca + ab + b^2)(bc + ca + ab + c^2).$$

2. Solve :—

$$(a + b)x + (a - b)y = a^2 + 2ab - b^2$$
$$(a - b)x + (a - b)y = a^2 + b^2.$$

3. Solve :—

$$x^3 + 2x + \sqrt{2x^2 + 4x + 9} = 13.$$

4. Factorise :—

(i.) $2(a^6 + b^6) - ab(a^2 + b^2)(2ab - 3a^2 + 3b^2)$;

(ii.) $x^4 + 4y^4$.

5. A dealer bought a horse, expecting to sell it at 10 per cent. profit, but, having to sell it for £50 less than he expected, he found he had sold it at a loss of 15 per cent. What did he pay for it?

6. State and prove the rule for finding the H.C.F. of any two algebraical expressions.

7. If $\frac{x}{b+c-a} = \frac{y}{c+a-b} = \frac{z}{a+b-c}$ then will—

$$(b-c)x + (c-a)y + (a-b)z = 0.$$

8. Show that $x^2 - 8x + 22$ can never be less than 6.

9. If $x = \frac{1}{2}\left(\sqrt{\frac{a}{b}} - \sqrt{\frac{b}{a}}\right)$, find the value of—

$$\frac{2x\sqrt{1+x^2}}{x + \sqrt{1+x^2}}.$$

10. Find the L.C.M. of—

$x^3 + 3x^2 - 6x - 8$; $x^2 + x - 6$; and $x^3 - 2x^2 - x + 2$.

GEOMETRY.—Men.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, of which not more than three must be in Section* A *or in Section* B. *The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Euclid's proofs need not be given, but his method of reasoning and the logical order of his theorems must be preserved. Algebraic solutions will not be accepted.

Mr. Ross, Senior Inspector.
Mr. Chambers, Senior Inspector.

Section A.

1. In any triangle, the square of a side subtending an acute angle, is less than the squares of the other sides, by twice the rectangle contained by either of those sides, and the straight line intercepted between the acute angle and the perpendicular drawn to that side from the opposite angle.

Geometry.

2. If from any point within a circle, which is not the centre, straight lines be drawn to the circumference; (1) the greatest is that which passes through the centre, and (2) the continuation of that line to the circumference, in the opposite direction, is the least; (3) of others, one nearer to the line passing through the centre is greater than one more remote.

3. In equal circles, or in the same circle, equal angles stand upon equal arcs, whether they are at the centres, or the circumferences.

4. To inscribe a circle in a given regular pentagon.

5. If two angles of a triangle be unequal, the greater angle has the greater side opposite to it.

SECTION B.

6. Any rectangle is the half of the rectangle contained by the diagonals of the squares on its two sides.

7. The perimeter of an isosceles triangle is less than that of any other equal triangle upon the same base.

8. AB is a chord, and AD is a tangent to a circle at A; DPQ any secant parallel to AB, meeting the circle in P and Q. Show that the triangle PAD is equiangular with the triangle QAB.

9. O is the centre of a circle inscribed in a triangle ABC, which touches AB AC in D and E respectively; if AO cuts the circle in P, show that P is the centre of the circle inscribed in the triangle ADE.

10. ABC is a triangle inscribed in a circle, and E is the middle point of the arc subtended by BC on the side remote from A; if through E a diameter ED is drawn, show that the angle DEA is half the difference of the base angles.

THEORY OF METHOD.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. HEADEN, Senior Inspector.
Mr. M'GLADE, District Inspector.

1. State the principles which underlie the following methods of teaching:—

(i) Spelling is best taught by reading and writing the language.

(ii) First lessons in arithmetic should be given by means of objects of some kind.

(iii) In geographical teaching, names should be connected with interesting facts.

2. Describe briefly the synthetic and the analytic method of teaching *writing* and detail some of the disadvantages of each system.

3. What particulars should be furnished in the heading of a "Notes of Lessons" paper? Draw up in proper order notes on the *method* and *illustrations* you would employ in giving a lesson on Compound Subtraction.

4. By what considerations would you be guided in settling a scheme or course of object lessons for your school? Give two specimens of such schemes.

5. Write out at least three educational principles recognised by Froebel in his Kindergarten, and show how they are applied in the use of his "Gifts."

6. Give instances of the judicious employment of each of the following in school work: (*a*) learning by heart, (*b*) repetition. (*c*) individual instruction. Under what circumstances may (*a*) become injurious?

7. Write a *complete* plan of a lesson on "Kindergarten building, Gift III."

8. What is meant by "problems" in arithmetic? Show the utility of problem work and indicate generally its place in arithmetical teaching.

9. Write brief notes on your method of teaching (*a*) *phrasing*, (*b*) *emphasis*, and (*c*) *modulation of the voice*, in reading.

10. How far do you consider the use of class sheets and cards with set copies helpful in the teaching of Freehand Drawing? Give reasons.

HISTORY.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. PEDLOW, Senior Inspector.
Mr. MCNEILL, District Inspector.

1. Describe the constitution of the States General of 1789.

2. Give an account of—

   (*a*) The Confederation of the Rhine;
   (*b*) The Milan Decrees.

3. For what are the following places remarkable:—Varennes, Tilsit, Acre?

   What were *Assignats*, and who were the *Illuminati?*

4. Sketch the career of Nelson.

5. Give an account of the final partition of Poland in 1795.

History.

6. Describe the geographical position of Marengo, Jemappes, Borodino, Walcheren, Friedland, and explain clearly what was meant by the "Cisalpine Republic."

7. State anything you know of the following:—Couthon; Cadoudal; Kosciusko; Duc D'Enghien; Godoy.

8. Give a full account (with plan) of the Battle of Waterloo.

9. Narrate briefly the events which took place between the return from Moscow and the opening of the campaign of 1813. What was the position of Napoleon and of the allies at the time?

10. What events led up to the Battle of Baylen? Give an account of this battle, and of the Convention of Cintra.

DRAWING.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted, one of which must be No. 6. The Examiner will read only thefirst four answers left uncancelled.*

India-rubber is not to be used for any of the work.

Dr. Alexander, Senior Inspector.
Mr. Coyne, District Inspector.
Mr. Bevis, Examiner.

1. For the purposes of a survey, two stations, A and B, are taken on the summits of two neighbouring heights. A straight line drawn from A to B makes an angle of 25° with a horizontal line drawn through A. If B is 100 feet below the level of A, what distance apart are the stations?

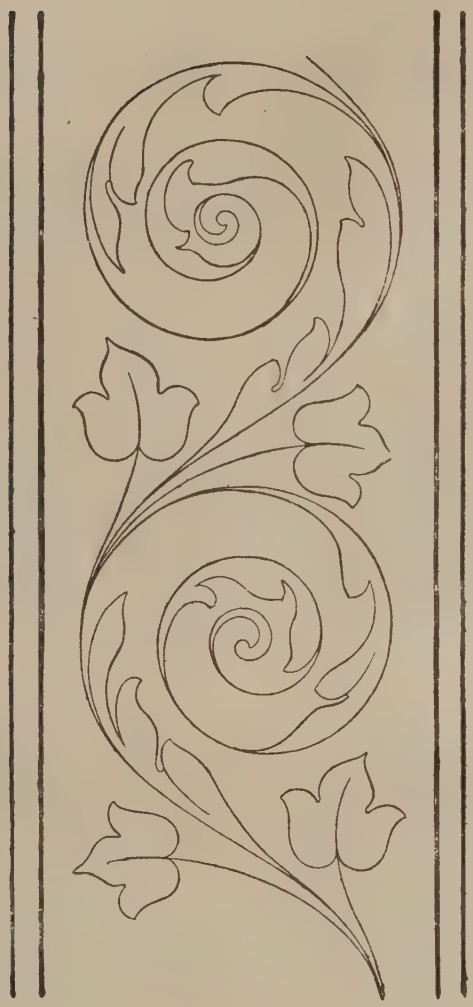
2. Construct a simple geometrical design, using the equilateral triangle as a basis.

3. Write notes of a lesson on the use of the T and set squares. (Illustrate by suitable sketches.)

4. Give a freehand dimensioned sketch suitable as an exercise in scale drawing for Fifth Standard pupils. Indicate the scale to which the drawing is to be done, assuming the size of the pupils' paper to be 10 ins. by 7 ins.

5. Give notes of a lesson on the method of teaching a class to draw the design printed on the next page. Illustrate your answer by sketches.

6. Assume that the design on next page is drawn to a scale $\frac{1}{8}$th full size; redraw the design to a scale $\frac{1}{4}$th full size.



NEEDLEWORK.

Time allowed, six hours and a half.

Mr. STRONGE, Senior Inspector.
Miss PRENDERGAST, Directress of Needlework.

SEWING.

As a test of proficiency in this branch, candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following :—*hemming, running* (a seam, joining two raw edges, run on one side and hemmed down on the other), a *buttonhole*, barred at one end and rounded at the other; *sewing on gathers* (also known as "stocking-on"). *One buttonhole* and *one inch* of each stitch will suffice as samples, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she will encroach upon the time required for other branches of the subject. A small *patch* (about $1\frac{1}{2}$ inch square) is to be tacked on, top-sewn round one quarter of the outer, and hemmed round one quarter of the inner side, *so as to complete one quarter of the patch, and include one corner*. Also, a small gusset is to be set in as if for a man's shirt, top-sewn (from the wrong side) up the two sides of the triangle, stitched across its fold, and hemmed down at back. This gusset is to be inserted at end of seam, which should be worked, for the purpose, some way from the edge of the material. Candidate's examination number is to be plainly marked on an unworked portion of the specimen.

KNITTING AND DARNING.

Candidate, having provided herself with a piece of knitting in progress, viz., the leg of a grown person's stocking, with thickened heel commenced (which stocking may be of reduced size, if preferred) is required to turn and complete this heel in presence of Superintendent, picking up stitches for foot, narrowing for instep, then knitting half an inch of foot, after which she must narrow for toe, and close it. The stocking should have securely sewn to it a label about one inch wide and one inch and a half long, clearly marked with candidate's examination number. Before beginning to turn the heel of the stocking, candidate will present it to Superintendent, to be marked by him. She should be specially careful not to neglect doing this.

Superintendent will supply candidate with a small piece of stocking-web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side as she works upon the wrong. On this piece she is to darn a round hole, *not smaller than a sixpence or larger than a shilling*, running in each direction to half-an-inch beyond the hole, and leaving short loops for shrinkage.

The specimens of knitting and darning are, when finished, to be attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT.

Paper for cutting-out will be supplied. Cutting-out specimens are to be tacked together with needle and thread; *no pins are to be left in them.* Candidate will be required to cut out a girl's overall, with yoke and sleeves. This article is to be marked with examination number.

Candidate is requested to comply *as exactly as possible* with all requirements mentioned above, as neglect of these instructions may lessen the value of her work.

COOKERY.—WOMEN.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. HOGAN, Senior Inspector.
Miss FITZGERALD, Head Organizer.

1. Give method for lighting a gas stove. What must be done if gas lights back?
2. How should the following be cleaned:—Milk jugs, galvanized ware, sieves?
3. Give recipe for making coffee, and say how much coffee should be put to one pint of water. What are the effects of coffee on the system generally?
4. Describe the various chemical reactions which take place in ordinary bread making.
5. State the advantages and defects of roasting as compared with other modes of cooking. Describe the process of roasting. What are its principal objects?
6. How does the flesh of poultry and game differ from that of butcher's meat? What other meat should be eaten with poultry, and why?
7. Write out hints as to proper method of giving a demonstration lesson in cookery.
8. What are the advantages and disadvantages of fish as a diet? When are mackerel and cod in season?
9. Explain fully why we eat most of our food cooked.
10. Discuss the value of legumes or pulse foods as food. What principle has to be kept in view in cooking them, and what should be eaten with them?

VOCAL MUSIC.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. HEADEN, Senior Inspector.
Mr. GOODMAN, Inspector of Musical Instruction.

1. Write the following passage in the Key of the Subdominant of given Key, halving the value of each note and rest, and adding the time names :—

KEY F.

{ s :— |m :-.f | s.l : s.fe| s : | l.s : f |m : f.s | r :— | — :d.r }

{ m :— | : ‖ }

2. State the mental effects of the tones of the common scale (1) a minor second and (2) a minor sixth apart.

3. Describe (as major, minor, &c.) the triads formed on each degree of the common scale.

4. Above and below the Submediant of the *Doh* mode write the following intervals :—

(1) Minor second; (2) minor seventh; (3) major sixth; (4) minor third; (5) perfect fifth.

5. State upon what depend the Pitch, Loudness, Quality, and Mental Effects of musical tones.

6. Re-write the following (1) in the two highest Keys and (2) in the two lowest Keys :—

KEY G♭:

{ : s_1 | s_1 .,m : m :- .r | r .,d : d :- .d | t_1 .l_1 : $\underline{s_1}$: $\underline{.l_1}$ .t_1 }

{ r .,d : d ‖ }

7. Add pulse signs to the folowing so as to form—

(1) Three three-pulse measures; (2) three four-pulse measures; (3) three six-pulse measures—

d r m f s l t d^1.

8. Give the meaning of the following terms in general use :—

Pause or hold; Slur; *Staccato; piu presto; Lento.*

9. Re-write the following (1) a minor third up and (2) a major third down :—

KEY F.

{ | m :— | d : f | l_1 : -.t_1 | d : s_1 ‖ }

10. Distinguish between the Tetrachords on *Doh* and *Soh.*

MANUAL INSTRUCTION.

Two hours allowed for this paper.

N.B.—*Five questions only are to be attempted, of which not more than three are to be taken from each Section, A and B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. C. SMITH, Senior Inspector.
Mr. TIBBS, District Inspector.
Mr. BEVIS, Examiner.

SECTION A.

1. From a piece of paper 8 ins. square fold a five-sided figure $\frac{3}{8}$ the area of the square.

2. Fold a piece of paper 8 ins. square according to the plans given in Fig. 1.

3. Give on dotted paper the plans necessary for folding a regular pentagon.

4. Write notes on a lesson in sticklaying with five sticks (A, B, C, D, and E), describing accurately the position of each stick and showing it on a plan.

5. Give the drawings of six plans for a border fold; also, make the folds.

SECTION B.

6. Describe the position of the three whole bricks placed according to the plan and elevation in Fig. 2.

7. Draw on dotted paper the plan of a frame containing an area of five whole bricks (inside measurement).

8. Describe the position of the two bricks, and also of the four points A, B, C, and D, as shown on the plan and elevation in Fig. 3.

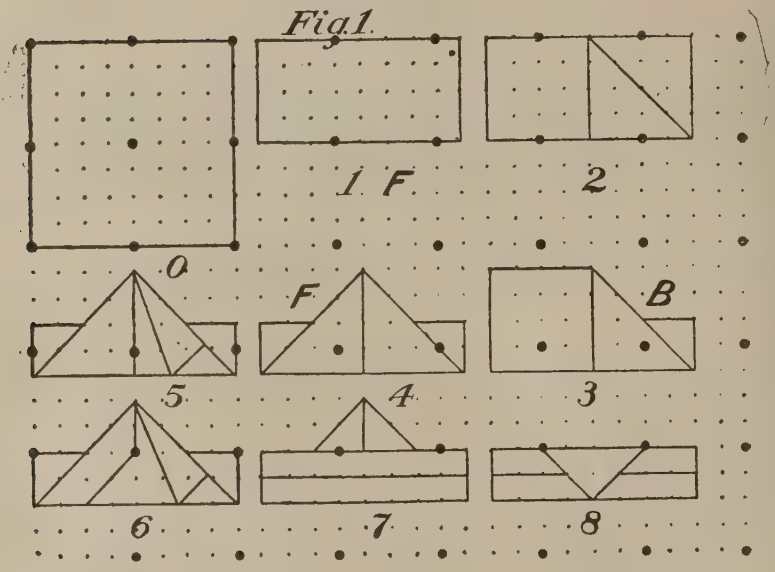
9. Give brief notes of a lesson explaining to a class that in order to locate a point the following data are necessary :—

In a solid, three measurements.
On a flat surface, two measurements.
On a line, one measurement.

10. Draw the plan and elevation of a brick lying on its side, with its length running from right to left. Mark on them three points :—P, at the centre of the right hand end; Q, at the left hand rere bottom corner; and R at the middle of the top edge of the rere face.

Manual Instruction.

Fig. 1.



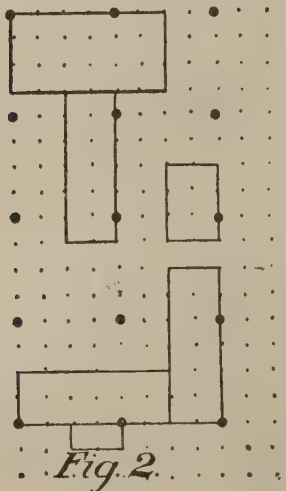


Fig. 2.

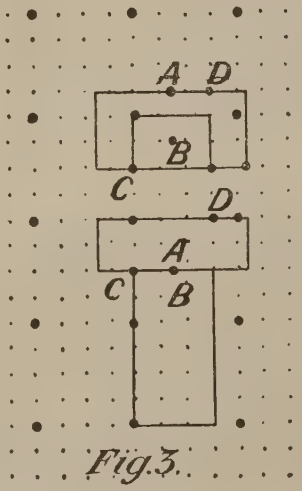


Fig. 3.

ELEMENTARY SCIENCE.—MEN.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Answers should, wherever possible, be illustrated by diagrams.

Dr. SKEFFINGTON, Senior Inspector.
Mr. HELLER, Organiser and Inspector of Elementary Science.

1. What are the main purposes of Object Teaching? What conditions as to selection and sequence of lessons, preparation and methods of teaching, must be observed in order to ensure the achievement of these purposes?

2. How would you measure the angles and the area of an irregular rectilineal figure?

3. Explain carefully the action of the siphon and give an example of its application.

4. Describe the methods for finding accurately the weight of one cubic centimetre of (*a*) milk, (*b*) iron.

5. A boat in the shape of a hollow half cylinder—30 cms. long and 20 cms. in diameter—weighs 2,000 grams. With what weight must it be loaded in order to just bring the edges of the hollow cylinder level with the surface of the water?

6. How may the expansion by heat of a liquid be measured? Convert 98·6° F. into degrees centigrade.

7. Describe carefully any experiments in which Phosphorus was burnt in air. State clearly what conclusions each experiment justifies?

8. How would you determine (*a*) the melting point of a solid, (*b*) the boiling point of a liquid, and (*c*) the solubility in water of a solid?

9. What do you understand by evaporation? How would you show that water vapour, in the form of an invisible gas, exists in the atmosphere? How is it usually measured?

10. Describe a method of determining accurately the amount of mineral ash in a sample of peat.

ELEMENTARY SCIENCE.—Women.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Answers should, wherever possible, be illustrated by diagrams.

Dr. Skeffington, Senior Inspector.
Mr. Heller, Organiser and Inspector of Elementary Science.

1. What are the main purposes of Object Teaching? What conditions as to selection and sequence of lessons, preparation and methods of teaching, must be observed in order to ensure the achievement of these purposes?

2. How would you measure the angles and the area of an irregular rectilineal figure?

3. What method would you employ to find the weight of one cubic centimetre of ordinary air? A flask of capacity 450 c.c. weighs with fittings 175·46 grams when full of air; what would it weigh if all the air were expelled (density of air ·00126 grams per cubic centimetre)?

4. Describe carefully the chemical and physical changes noticed when pieces of wood are strongly heated in a hard glass test tube.

5. In introducing the subject of ventilation to a class what experiments would you perform?

6. What general effects are observed when metals are strongly heated in air? What conclusions would you draw from the results of these experiments? How would you confirm your conclusions?

7. Describe experiments to explain the cause of the rusting of iron. Why are iron stoves blackleaded?

8. Give your reasons for supposing that burning and breathing are similar processes.

9. How could you render a specimen of dirty river water fit for drinking purposes?

10. State clearly how you would prepare some artificial air; describe the preparation of the constituent gases.

IRISH.—(Optional).

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each section*—A, B, *and* C. *The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Dr. Skeffington, Senior Inspector.
Mr. Lehane, District Inspector.

Section A.

1. Translate into Irish :—

There was a man who had the name of having money, and he was at the point of death. None of his sons knew where he had the money hidden, and they were afraid he would die without telling the place to any person, and that they would be deprived of the money. After reflecting and taking counsel together, what they determined on was, to ask him where the money was hidden. He did not answer them for a long time. They put him the question again. At last he said, "It is buried in that field beyond, a foot and a half under the ground."

2. Translate into Irish :—

Where does the rain come from? This seems a very simple question, and a great many will be ready to answer it at once by saying that it comes from the clouds.* But how did the water get into the clouds? and what are these things which we see in the sky over us, which we call clouds, and which look as unlike drops of rain as possible? These questions must first be answered before we can get at the real history of a drop of rain.

Section B.

3. Translate into English :—

(*a.*) Ó' óṙuiġ Conṙoí ȯóiḃ ġo léiṙ ḋuł ṙiaṙ naoi ġcoiṙcéim ó'n ġcaiṙleán aġuṙ aṙ an nóimiot ḋo ṙtaḋ na ṙoċaí ḋṙaoiḋeaċta. Iṙteaċ leo ġo léiṙ; aġuṙ iṙ aṙ Ríġ an Ḋomain Ḋoiṙ bí an ṫ-ionġnaḋ nuaiṙ a ċonnaic ṙé iaḋ aġ ṙreabaḋ iṙteaċ ċuiġe ṫṙé ġeaṫa an ċaiṙleáin, aċṫ, nuaiṙ a ċonnaic ṙé Conṙoí 'na meaṙġ bí 'ṙíoṙ aiġe ġo maiṫ ná ṙaiḃ aon ṁaiṫeaṙ ḋo ḃeiṫ a ḋ'iaṙṙaiḋ na láiṁe uaċṫaiṙ 'ṙáġail oṙṫa.

(*b.*) "Ḋéaṙṙaimn ór aġuṙ aiṙġeaḋ" aṙ ṫiġeaṙna ṙaiḋḃiṙ ḋo bí á láṫaiṙ" ṙá mbéiḋ 'ṙíoṙ aġam cia 'n áiṫ a ndeaċaiḋ an ṙionnaċ ġlic ṙin.

4. Translate into English :—

(*a.*) Ċuiṙ ṙáiḋín ceann ṙaoi ġaċ aṙcall, ṙuaiṙ ġṙeim aṙ'a ṁaiḋe, an ḥaṫa nuaḋ aṁ a ċeann, aġuṙ aṙ ġo bṙáṫ leiṙ, ṫaṙ cnocaiḃ aġuṙ ġleannṫaiḃ, ġo ṫṙáṁiġ ṙé a ḃaile.

* *clouds*=néalṫa

(*b.*) 'Sé an obair a bí ag an nduine uafal go beid ag fiuball na hÉireann fíor fuar, ag féachaint i n-diaidh daoine go raib iarracht airgid aca mar a bí ag Micheál Séamuis an Dúna, le heagla go mbeadh einne ag fágail airgid gan an obair a beid déanta agus criochnuighte i gceart aige.

5. Translate into English :—

(*a.*) Bí feirmeoir eile 'na comhnuidhe i naice linn-ne agus ní raib aige acht an t-aon-mhac. Comh-aor donnta dob, eadh an buachaill seo. Ní raib aon teora le n-a chleasaidheacht. Do fearocadh sé ar dhuine caraill agus an carraill ar corannáirde.

(*b.*) Duit sé amach gur imdigh Risire na gcleas an lá so ar baile, agus d'fágbadh sé eirean ann san bruinneog ir áirde 'san teach, 'n áit nach raib fuil ar bith le fágail aige; agus é ceangailte ann sin fuar i n-áirde.

6. Translate into English :—

(*a.*) Ann sin do fgaoil an feilméar amach péire madraidhe riadháime do bí aige, agus bí muinntir an tighe ag éirteacht le toran na troide sin ar feadh na h-oidhche, agus le gach fgread agus béic do chuir siad arta agus iad ag gabáil d'á céile.

(*b.*) Aon lá amáin, táinig fean-bhráthair chuca ó mhainistir eile, agus, nuair a chualadh sé an t-árd-mholadh ar cailín na mbráithre, "Beidh fíor agamsa" ar seisean "an bruil sí comh maith agus deintear liom í beith."

7. Translate into English :—

(*a.*) Fuair Micheál Séamuis an Dúna sínteán eile de'n airgead a bí ag teacht chuige. Cait sé é agus tuilleadh 'na theannta le n-a chuid talmhan. Dein sé obair mhór ar an áit, agus ir iomdha duine bocht 'sa fharóirde bí buidheach de.

(*b.*) Chuidh na dearbhráthaireacha ar aghaidh go maith go bruair an mhaidin bár. An oidhche fuair sí bár, chualaidh h-uile duine ann san mbaile, an bean-sidhe ag caoineadh go bronach, acht níor chuireadar suim ann, mar ba gnáthach léithe caoineadh oidhche báir duine.

Section C.

8. Conjugate the verb Molaim (I praise) in the past and future tenses, active voice.

9. Compare the adjectives beag and olc, and give the genitive singular of each of the nouns fgeal, carall, bó and bean.

10. What classes of nouns are generally masculine? Give examples.

III—.QUESTIONS set to pupil teachers, monitors in their last year of service, and candidates for training.

PENMANSHIP.

Half an hour allowed for this paper.

Mr. J. O'RIORDAN, Senior Inspector.
Mr. W. J. BROWN, District Inspector.

Write the following, thus :—

(*a.*) *As a headline in large hand.*
(*b.*) *As a headline in small hand.*
(*c.*) and (*d.*) *In a neat legible hand.*

(*a.*) Anthropology.
(*b.*) Honour and shame from no condition rise.
(*c.*) Perhaps the feet of Moses, burnt and bare,
Crushed it beneath their tread;
Or Pharoah's flashing wheels into the air,
Scattered it as they sped;
Or anchorites, beneath Engaddi's palms,
Pacing the Dead Sea beach,
And singing slow their old Armenian psalms
In half articulate speech.
LONGFELLOW.

(*d.*) Total Income of Teaching Staff.

	£	*s.*	*d.*	
From Vote for Primary Education, Salaries, &c.,	1,190,332	19	3,	or 98·2 per cent.
From Subscriptions, &c., Exclusive of Residence,	22,253	1	6	or 1·8 per cent.
From School Pence,	2,132	4	3	
Gross Total,	£1,214,718	5	0	

SPELLING AND PUNCTUATION.

Mr. KELLY, Senior Inspector.
Mr. SEMPLE, District Inspector.

I have had occasion to remark, at various periods of my life, that the deaths of those whom we love, and indeed the contemplation of death generally, is more affecting in summer

Spelling and Punctuation.

than in any other season of the year. And the reasons are these three, I think :—first, that the visible heavens in summer appear far higher, more distant, and (if such a solecism may be excused) more infinite; the clouds, by which chiefly the eye expounds the distance of the blue pavilion stretched over our heads, are in summer more voluminous, massed, and accumulated in far grander and more towering piles; secondly, the light and the appearances of the declining and the setting sun are much more fitted to be types and characters of the Infinite; and thirdly, the exuberant and riotous prodigality of life naturally forces the mind more powerfully upon the antagonist thought of death, and the wintry sterility of the grave. On these accounts it is that I find it impossible to banish the thought of death when I am walking alone in the endless days of summer; and any particular death, if not more affecting, at least haunts my mind more obstinately in that season. Perhaps this cause, and a slight incident which I omit, might have been the immediate occasions of the following dream; to which, however, a predisposition must always have existed in my mind; but having been once roused, it never left me, and split into a thousand fantastic varieties, which often suddenly reunited, and composed again the original dream.

GRAMMAR.

One hour and a half allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value.*

Mr. W. A. Brown, Senior Inspector.
Mr. McEnery, District Inspector.

1. Parse the following words in *italics*—

They *gave him* of thē corn land,
That was of public right,
As *much* as two strong *oxen*
Could plough from morn till night;
And they made a molten *image*
And *set* it up *on high*,
And there it stands unto this day
To *witness* if I *lie*.

2. Analyse :—

The part of the mill she liked best was the topmost storey, where were the great heaps of grain, which she could sit on and glide down continually.

3. Give, with examples under each head, the various meanings of the prefix *a* and of the suffix *y*.

4. What prepositions would you use after averse, adverse, contrasted, profuse, charged? Illustrate by suitable sentences.

5. Distinguish, giving examples, between verbs of Incomplete Predication, Transitive Verbs, Intransitive Verbs, and Impersonal Verbs.

6. Are the following words properly of the singular or the plural number :—eaves, tidings, alms, riches, means, news? Give reason in each case.

7. Give some account of the Scandinavian element in the English language.

8. Correct or justify the following, giving reasons :—

(*a*) I meant to have written to you.

(*b*) I heard of him running away.

(*c*) And many a holy text around she strews,
That teach the rustic moralist to die.

(*d*) Nobody ever put so much of themselves into their work.

(*e*) There is no man more indulgent than me.

ENGLISH COMPOSITION.

One hour and a half allowed for this paper.

N.B.—*Only one subject to be selected.*

Mr. DEWAR, Senior Inspector.
Mr. FITZPATRICK, District Inspector.

SUBJECTS FOR ESSAY.

(1.) "*Obedience is the bond of rule.*"
The Passing of Arthur.

(2.) "*Example goes further than precept.*"
Old Mortality.

(3.) *Treachery* (examples to illustrate the theme may be taken from the prescribed books).

ENGLISH LITERATURE.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. DALY, Senior Inspector.
Mr. MAHON, District Inspector.

1. Describe the scene in the Senate up to the time of Cæsar's assassination.

2. What portents warned Brutus and Cassius respectively of their coming defeat at Philippi?

3. (*a*) *I am constant as the Northern Star.*

By whom was this spoken?

Quote the two lines that precede and the two that follow this quotation.

(*b*) *This was the noblest Roman of them all.*

By whom was this spoken, and to whom does it refer?

Write out the four lines which follow.

4. Describe in order the events from Satan's awakening from his trance to the building of Pandemonium.

5. Name the chiefs of the fallen angels and their characteristics, or quote the nine lines beginning "All these and more came flocking."

6. Narrate the events from the close of Arthur's last battle to the disappearance of the barge.

7. What events led to the skirmish at Drumclog? How was Henry Morton connected with it?

8. What part does Graham of Claverhouse play in the story of *Old Mortality?*

or

7*a*. Describe from *Treasure Island* the siege and capitulation of the Stockade.

8*a*. Narrate the chief incidents of Jim Hawkins' stay in Bristol.

GEOGRAPHY.

One hour and a half allowed for this paper.

N.B.—*The map question is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map question and the first four other answers left uncancelled. The questions in this paper are all of equal value.*

[Neatness and accuracy in the filling in of maps and diagrams will be taken into account.]

Mr. O'Connor, Senior Inspector.
Mr. Cromie, District Inspector.

1. On the accompanying map of Ireland mark the position of Larne, Arklow, Tralee, Sligo, the Blackstairs Mountains, the Slieve Bloom Mountains, and the rivers Nore, Bann, Boyne, and Lee.

2. How are the following towns connected with the history of Ireland:—Drogheda, Trim, Dundalk, Kilkenny, and Armagh?

3. Name and give the centres of five of the principal manufactures of Scotland.

4. Where and for what noted are the following:—Marseilles, Florence, Basle, Cracow, and Riga?

5. Define ecliptic, equinoxes, solstices, antipodes, and perihelion.

6. Where are:—Khartoum, Valparaiso, Pittsburg, Khelat, and Manilla? State anything of interest you know about them.

7. Give as full an account as you can of the Cumbrian and the Cambrian ranges of mountains.

8. Name the countries of South America. Mention the capital, and describe exactly the position of each country.

ARITHMETIC AND MENSURATION.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value. Brief explanatory notes of your work should be given.*

Mr. Dalton, Senior Inspector.
Mr. Hughes, District Inspector.

1. A dealer bought eggs at 1*s.* 4*d.* a score, and sold them at the rate of 14 for 10*d.* Did he gain or lose by the transaction? On £8 2*s.* 6*d.* received for eggs how much was his gain or loss?

2. Reduce to its simplest form—

$$(a)\ \frac{2\frac{1}{4}-\frac{2}{3}\text{ of }1\frac{5}{6}}{\frac{1}{5}\text{ of }3\frac{1}{3}+\frac{7}{8}} \div \frac{2\frac{1}{2}-\frac{1}{3}\div\frac{4}{15}}{1\frac{1}{4}\text{ of }8\frac{1}{2}} + \frac{1}{1+\frac{5}{16}}.$$

and find the value of

(*b*) ·225 of £1 3*s*. 4*d*. − 1·25 of 4*s*. 4*d*. + ·2$\dot{7}$ of 4*s*. 7*d*.

3. The larger of two rooms is 47 ft. long, 30 ft. wide, and 25 ft. high; the smaller is 25 ft. long, 20 ft. wide, and 18 ft. high. Compare their cubic contents.

If the four walls of the larger room are painted at a cost of 1*s*. 3*d*. a square yard, and the four walls and ceiling of the smaller room at a cost of 1*s*. 4½*d*. a square yard, compare the expenses of painting the rooms.

4. Find to the second place of decimals the number of square yards in 7,280 square metres.

Find also, to the nearest penny, the value of 900 kilogrammes of a material which cost £25 14*s*. 6*d*. a ton.

N.B.—1 metre = 3·28092 feet, and
1 kilogramme = 2·2046 lbs.

5. Which is the more profitable investment, 3¾ per cents. at 92⅜ or 4¼ per cent. Railway Stock at 102⅝? Prove your answer.

6. (*a*) Find the square root of 3,789,010·261.

(*b*) Explain how, when one more than half of the number of digits in the square root of any proposed number has been determined, the remaining digits may be briefly calculated.

7. The parallel sides of a trapezoid are 9 and 30 feet respectively, and the other sides are 17 and 10 feet respectively. Find its area.

8. One side of a right-angled triangle is double the other, and the hypotenuse is 30 centimetres. Find the length of the line joining the middle point of the shorter side to the opposite angle.

ALGEBRA.—MEN.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five questions left uncancelled. The questions in this paper are all of equal value.*

Mr. McCLINTOCK, Senior Inspector.
Mr. MACMILLAN, District Inspector.

1. Solve—

$$\frac{7}{x+3}+\frac{27}{x^2-9}=\frac{6x}{4x-12}.$$

2. Factorise—

(*a*) $2x^3+x^2-2x-1$.

(*b*) $(x^2+y^2)^2-x^2(x-y)^2$.

3. Find the square root of—

$$4x^4+\frac{4}{x^4}-4x^2+\frac{4}{x^2}-7.$$

4. If $y=\frac{1-z^2}{1+z^2}$, and $z=\frac{1-x}{1+x}$, find y in terms of x.

5. Find the L.C.M. of—

$x^3-x^2-14x+24$, x^3-2x^2-5x+6, and x^3-4x+3

6. If A were to receive £10 from B he would then have twice as much as B would have left; but if B were to receive £10 from A, B would have three times as much as A would have left. How much has each?

7. Solve—

$$ax+by=3ab, \frac{x}{a}+\frac{y}{b}=\frac{2a}{b}.$$

8. Simplify—

$$\frac{1}{(a-b)(a-c)(x+a)}+\frac{1}{(b-c)(b-a)(x+b)}+\frac{1}{(c-a)(c-b)(x+c)}.$$

GEOMETRY.—Men.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, of which not more than three must be in Section* A *or in Section* B. *The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Euclid's proofs need not be given, but his method of reasoning and the logical order of his theorems must be preserved. Algebraic solutions will not be accepted.

Mr. J. Ross, Senior Inspector.
Mr. J. Chambers, District Inspector.

Section A.

1. To a given straight line to apply a parallelogram, which shall be equal to a given triangle, and have one of its angles equal to a given angle.

2. Two straight lines are parallel to one another, (1) if a straight line falling upon them make the exterior angle equal to the interior and remote, upon the same side of that line; and (2) if it make the interior angles upon the same side together equal to two right angles.

3. If a straight line be divided into two equal parts, and also into two unequal parts; the rectangle contained by the unequal parts together with the square of the line between the points of section, is equal to the square of half the line.

4. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts, may be equal to the square of the other.

SECTION B.

5. If one angle of a triangle be equal to the sum of the other two, the greatest side is double of the distance of its middle point from the opposite angle.

6. If two sides of a quadrilateral are parallel but not equal, and the other two sides are equal but not parallel, the opposite angles of the quadrilateral are together equal to two right angles.

7. If an angle of a triangle be two-thirds of two right angles, show that the square on the side subtending that angle is equal to the squares on the sides containing it, together with the rectangle contained by those sides.

8. If from one of the equal angles of an isosceles triangle a perpendicular be drawn to the opposite side, twice the rectangle contained by that side and the segment of it intercepted between the perpendicular and the base is equal to the square described upon the base.

BOOK-KEEPING.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. CRAIG, Senior Inspector.
Mr. D. P. FITZGERALD, District Inspector.

1906.		£
Jan. 1.	Cash in hand - - - - -	500
	Cash in Bank - - - - -	1,000
	Goods in Stock - - - - -	1,500
	I owe J. Wilson - - - - -	250
	J. Maxwell owes me - - - -	300
,, 3.	Bought Goods from J. Wilson on credit -	200
,, 5.	Sold for cash to J. Thompson Goods value - - - - - -	500
,, 6.	Paid J. White by cheque - - -	350
,, 8.	Received from J. Maxwell in part payment - - - - - -	250
,, 10.	Paid J. Wilson - - - - -	200
,, 12.	J. Maxwell paid into my Bank account -	50
,, 20.	Goods on hand value - - - -	1,300

1. Journalise the foregoing entries from the Waste Book.

2. Open the necessary Ledger accounts; and balance and close same.

3. In my Cash Account I find as closing entry—"By Balance £50." What does this show? Could the entry have been—"To Balance £50"? Give reasons for your answers.

4. Explain fully the method of closing the Goods Account, and show how this differs from that adopted in closing the other accounts.

5.—(*a*) I bought goods from A on credit, and booked the transaction—"Goods Dr. to A"; but now finding that I did not receive the full quantity charged, I am allowed an abatement for the deficiency.

(*b*) I pay interest on money borrowed from A.

Give the Journal entries for above.

6. When balancing my books I find the following erroneous entries in the Journal, all having been copied into the Ledger; I want to rectify these mistakes through the medium of the Journal, what additional entries are required?

(*a*) D Dr. to Goods £30, which should be E Dr. to Goods £30.

(*b*) F Dr. to Cash £20, which should be Cash Dr. to F £20.

(*c*) Goods Dr. to H £50, which should be Goods Dr. to K £50.

(*d*) Cash Dr. to A £300, which should be Cash Dr. to A £200.

7. When closing my books I find—

(*a*) That the Dr. side of my Stock Account exceeds the Cr. side by £50.

(*b*) That the Dr. side of my Profit and Loss Account is £10 less than the Credit side.

What do I learn from these facts? Give reasons for your answers.

8. Draw up Cash Account for following entries and close it:—

1906.		£
Mar. 1.	I have on hand Cash	1,000
,, 2.	Received from J. Smyth	100
,, 3.	Paid duty on Wine	50
,, 5.	Paid House rent	25
,, 7.	Received for Goods	100
,, 8.	Paid Clerk's salary	20
,, 10.	Paid for Stationery	10
,, 12.	Received payment of a legacy	250

HISTORY OF GREAT BRITAIN AND IRELAND.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. PEDLOW, Senior Inspector.
Mr. MCNEILL, District Inspector.

1. Write out in chronological order a list of the Tudor sovereigns, and name with dates two important events in the reign of each.

2. Give an account of the rebellions of 1715 and 1745.

3. Sketch the career of "Silken Thomas," Earl of Kildare.

4. State what you know of the following :—Doomsday Book, Shipmoney, The Cabal, Tanistry, Gavelkind.

5. Give a full account of—

(*a*) The Plantation of Ulster.

(*b*) The affair of Wood's Halfpence.

6. Narrate the events which led to the loss of the American Colonies in the reign of George III.

7. Give a short sketch of the "Wars of the Roses." Why were they so called?

8. Tell all you know about—

(*a*) The Abolition of Slavery.

(*b*) The Repeal of the Corn Laws.

FREEHAND AND MECHANICAL DRAWING.

One hour and a half allowed for this paper.

N.B.—*Only three questions to be attempted, of which No. 5 must be one.*

Dr. ALEXANDER, Senior Inspector.
Mr. COYNE, District Inspector.

The work may be done in pencil. All construction lines should be shown.

A single accent (′) signifies feet; a double accent (″) inches.

Put the number of the question before your answer.

(*India-rubber should be very sparingly used, if at all.*)

---

1. Construct a polygon, given the following :—

Sides.—AB = 1·7″, AE = 1·6″.
Diagonals.—AC = 2·5″, AD = 2·3″.
Angles.—BAC = 30°, CAD = 50°, DAE=20°.

2. The line AB represents 2′ 4″ in actual length. Produce it so as to make it, when produced, represent 5′.

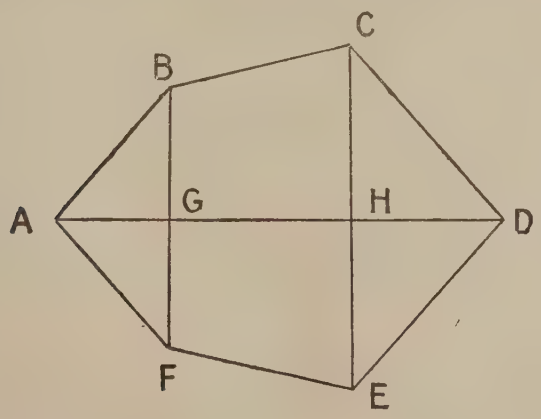
A B

---

3. Bisect the angle which would be made by two converging lines AB, CD, when the angular point is not accessible.

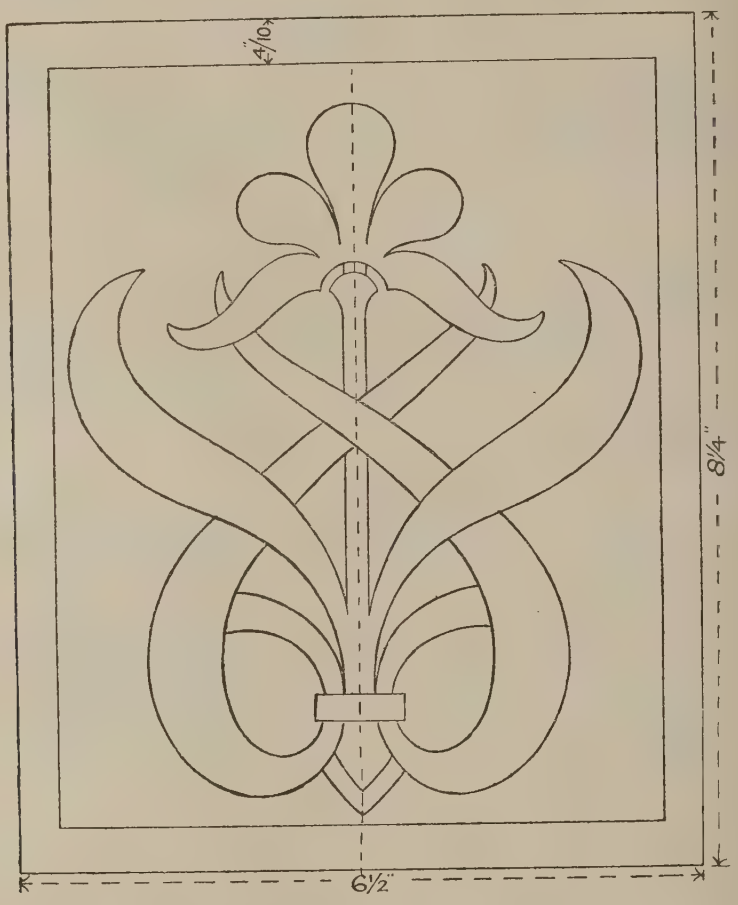
4. Make a plan of a six-sided field, outlined below, from the following notes :—

I walk from A to D, 200 yards; when I am at G, 50 yards from A, BG is perpendicular to AD and equal to 60 yards; when I am at H, 70 yards from D, HC is perpendicular to AD, and equal to 80 yards; E and F are similarly placed on the other side of AD. Find the length of the wall surrounding the field.



Freehand and Mechanical Drawing.

5. Draw, by the use of instruments, and according to the figured dimensions, the oblong frame shown below. Copy (freehand) within this frame the design given, keeping the same proportion between it and the frame as is shown in the example.



NEEDLEWORK.

Time allowed six hours.

Mr. STRONGE, Senior Inspector.
Miss PRENDERGAST, Directress of Needlework.

SEWING.

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following:—*hemming, running* (a seam, run and felled), *a buttonhole* rounded at each end; *sewing on gathers* (also known as "stocking on"). *One buttonhole*, and *one inch* of each of the stitches will suffice as samples, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she will encroach upon the time required for other branches of the subject. A small *patch* (about one inch and a half square) is to be tacked on, top-sewn round *one-quarter* of the outer and hemmed round the same *quarter* of the inner side, so as to complete *one corner* of the patch. Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

KNITTING AND DARNING.

Candidate, having provided herself with a piece of knitting in progress, viz., the leg of a baby's sock, with heel begun, is required to turn and complete this heel in the presence of the Superintendent, picking up stitches for foot, and knitting four or five rounds of it, narrowing for instep. The sock should have, securely stitched to it, a label about one inch broad and one inch and a half long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Superintendent, to be marked by him. (*The candidate must be careful not to neglect doing this.*)

The Superintendent will supply candidate with a small piece of stocking web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side, as she works on the wrong. She is to darn a *round hole, not smaller than a threepenny piece nor larger than a sixpence*, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage. Both sock and darn, when finished, are to be firmly attached by a few strong stitches to the specimen of sewing.

CUTTING-OUT.

Paper for these tests will be supplied. Cutting-out specimens are to be tacked together with needle and thread; *no pins are to be left in them.*

Needlework.

Candidate is required to cut out a grown boy's shirt, half size, *i.e.*, about 17 inches in entire length, by 14 inches in width; also, a girl's chemise, quarter size, *i.e.*, 9 inches long. Body of shirt must be completed, but it is only necessary to insert one sleeve. Candidate should mark her examination number on each article.

She is requested to comply *as exactly as possible* with all requirements mentioned above.

DOMESTIC ECONOMY AND HYGIENE.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted, of which at least one must be from Section* A. *The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Candidates will please name at the beginning of their paper the text book they have used.

Mr. HOGAN, Senior Inspector.
Miss FITZGERALD, Organiser of Cookery and Laundry Instruction.

A.

1. Given some water and a jar graduated in cubic centimetres, explain how you would find the volume of a piece of cork of irregular shape. On what principle does the experiment depend?

2. Distinguish between physical changes and chemical changes resulting from the application of heat to various substances, and illustrate by examples. Which set of changes can be reversed?

3. Trace the changes which take place in ordinary sugar when subjected to the influence of heat.

B.

4. How is dust caused in the schoolroom, and what are its components? What injurious effects are caused by dust, and how can dust be prevented?

5. Explain the importance of attention to personal cleanliness, having regard principally to the hair, the teeth and the feet.

6. Give general directions for use in the sick room under the heads of lighting; ventilation; washing the patient; conversation.

7. Specify the various sources of impurity in water, and tell how such impurities can be removed. Mention some diseases caused by the use of impure water.

8. How does the nutritious part of digested food pass into the blood?

VOCAL MUSIC.—TONIC SOL-FA.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. HEADEN, Senior Inspector.
Mr. GOODMAN, Inspector of Musical Instruction.

1. State the mental effect of each of the tones found in the chords of the Dominant and Subdominant of the *Doh* mode.

2. Explain the construction of the Common Scale.

3. Write all the major sixths and major seconds found in the Common Scale.

4. Explain the terms :—

Key-tone ; Measure ; Accent ; Harmony ; Melody.

5. Give the time-names of the following passage and (2) re-write it in four-pulse measure, doubling the value of each note and rest :—

s	:m,r .d,m	s .l	:s .	d' .t,l :s .,f
m	:- .f	s,f .m	:r .m,r	d :

6. State the mental effect of two-pulse, three-pulse, and four-pulse measures.

7. Re-write the following in the Keys a perfect fourth higher and lower :—

KEY F.

d	:m .f	s .fe:s	l .f :r .t,	d :—

8. Give the meaning of the following terms in general use :—

Piano ; Largo ; Tutti ; Adagio ; Molto allegro.

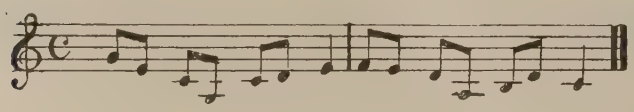
VOCAL MUSIC (STAFF NOTATION).

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. HEADEN, Senior Inspector.
Mr. GOODMAN, Inspector of Musical Instruction.

1. Write following passage two octaves higher :—



2. Write in treble clef, prefixing Key signatures, the following major scales :—

A♭. E. B. D♭.

3. Write two bars in each of the following times :—

$\frac{3}{8}$, $\frac{4}{2}$, $\frac{2}{4}$.

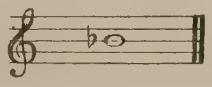
4. Write all the minor thirds and major sevenths you can find in C major.

5. Write the first eight bars of any Irish melody you know. Prefix Key and Time signatures.

6. Give meaning of following terms in general use :—

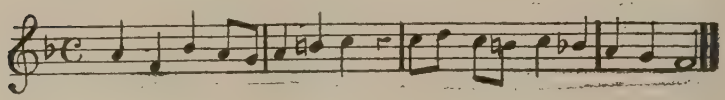
Ritenuto; lento; Mezzo-forte; piu presto; piano.

7. Write the major scales of which the note—



is (1) Dominant and (2) Subdominant.

8. Transpose this a major third up :—



GENERAL INFORMATION.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. J. MURPHY, Senior Inspector.
Mr. J. YATES, District Inspector.

1. Name four wild flowers with which you are familiar, giving a very short description of each and the time at which it blooms.

2. By what right or procedure did the following assume office :—

King of England,
King of Norway,
President of the United States of America,
Lord Lieutenant of Ireland,
Prime Minister of England,
Lord Mayor of Dublin?

3. What is understood by the following terms :—
(*a.*) Entente cordiale,
(*b.*) Yellow Peril,
(*c.*) Monroe Doctrine?

4. What is meant by :—
(*a.*) Sterling Silver,
(*b.*) 18 Carat Gold,
(*c.*) Paper Currency?

5. Name six ruling sovereigns of Europe, and the seat of Government of each.

6. Write notes on :—

(*a.*) The Freedom of the Press,
(*b.*) Manhood Suffrage,
(*c.*) Early Closing.

7. Sketch the developments in means of communication and locomotion during the past century.

8. State what you know of the *duties*, *powers*, and *mode of appointment* of *either* :—

(*a.*) a Coroner,
or,
(*b.*) a High Sheriff.

9. Explain the objects and methods of Insurance. Name some of the risks frequently covered by Insurance Policies.

10. Name in order of numerical strength the political parties at the commencement of the Parliamentary Session of 1906.

11. Explain the following terms :—*Bona fide; locum tenens; pro bono publico; pro tem.; viva voce; quid pro quo; (sic); vice versa.*

General Information.

12. Describe the different ways of sending money to a distance, noting the special advantages of each.

13. State what you know of the comparative strength of the great Navies of the world.

14. Explain the following well-known sayings :—

(*a.*) "He laughs best who laughs last."
(*b.*) "Many a mickle makes a muckle."
(*c.*) "Birds of a feather flock together."

15. What simple remedies can be applied immediately for a fainting fit, a burn, a scald, a sting, and a severe cut?

ELEMENTARY EXPERIMENTAL SCIENCE.

Two hours allowed for this paper.

N.B.—*Only five questions to be answered. Illustrate your answers wherever possible by diagrams.*

Dr. SKEFFINGTON, Senior Inspector.
Mr. HELLER, Organiser and Inspector of Elementary Science.

1. Given an ordnance map, how would you find the distance by road between two places marked on it? How many acres would one square inch represent on an ordnance map of scale 25 inches to 1 mile?

2. Describe experiments which prove the statement :— "The lengths of counterbalancing columns of liquids in a U tube are inversely proportional to the densities of the liquids."

3. In finding the weight of one cubic centimetre of air, some air must be extracted from the flask; explain carefully by what different methods this may be accomplished.

4. How would you show that bodies which float on water are lighter than water, and that bodies which sink in water are heavier than water?

5. Describe the construction and graduation of a thermometer, and mention the domestic uses to which it may be put.

6. Describe simple experiments to show :—

(*a.*) that air is necessary for burning;
(*b.*) that only a small fraction of the air is actually concerned in the burning process.

7. By what different means is heat transferred from place to place? Illustrate your answer by means of familiar examples.

8. Two samples of milk, the one pure, the other diluted with water, are given. How would you distinguish the one from the other?

IRISH (Optional Subject).

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each section*—A, B, C. *The Examiner will read only the first five answers left uncancelled. Candidates are not at liberty to select questions from the two sections headed* B, *they must confine themselves to one of these sections. The questions in this paper are all of equal value.*

Dr. Skeffington, Senior Inspector.
Mr. Lehane, District Inspector.

Section A.

1. Translate into Irish :—

My father has bees. He has often as many as twelve hives.* The bees work by day. They know my father well, and no other person can safely approach them. One day one of them stung† Moirin. She has seldom gone back to them since. I am often there in the summer. The sun is hot, the weather fine, and the flowers‡ growing.

2. Translate into Irish :—

That sort of work leads to much expense.‖ I am under expense enough already. Are you thirsty, Maurice? No, but I am hungry.

There is Brian going down to the cows. Brian, where is little William? I left him at home. He cut his finger with the knife. I have bread, you have butter, they have a salmon. The cow is on the height; turn her down.

Section B. (Príomhleabhar and An Séad Leigheoir.)

3 (*a*.) Translate into English :—

Sin iad saoirsi Cuinn. Nach dearg iad. Tá saoras eile ag Conn dá dtabairt go dtí an baile mór. Tá a ċóta nuadh ar Conn agus flat 'n-a láimh aige. Deir sé nach maith leis dul go dtí an baile mór, act is dóigh liom féin gur maith. Tá lomradh fadhb ar an gcaora. Is dearg an rud olann. Ní bíonn sí trom. Tá olann bán agus olann dubh ann.

Tá neadh agus naoi n-éin ag Niall Óg. Ta cion ag an uile éan aca ar Niall féin. Ta éan donn orra agus is dearg an ceol atá aici.

* cuiriceog = *a hive.* † ċealg = *stung.*
‡ bláthanna = *flowers.* ‖ corrag = *expense.*

4 (*a.*) Translate into English :—

Bíonn sí aige agus é ag obair so fáirc gach lá. Bíonn sí aige fá'n gcárr ag tarraing na móna a baile. Tá ceann dearg aici. Tá dá súil 'n-a ceann agus tá dá chuair uirri. Tá ceithre cosa súdi agus tá mong dubh uirri ar baic a muinéil. Tugann Cathal aire maith di, agus is í atá ag féachaint go dearg agus go slím, bail o Dia uirri.

Is áil liom dul ar sgoil
Bím ann-sin gan lá
Bíonn Art is Nóra liom
Bíonn feoil againn is cáis.

5 (*a.*) Translate into English :—

Do thóg sé an sgeal 'n-a láimh agus do chrom sé ar obair go dian. Bain sé sgeach tharna na fáirce. Is é bí go maith cum a théanta, bail ó Dia air. Cuaid Seadar 'n-a diaidh agus thóg sé amach an sgeach agus do lean Nóra eisean ag ceangal. Táinig Diarmuid isteach agus d' ith sé a dinnéar: nuair bí sin théanta aige chuaid sé amach arís agus lean Seadar agus Nóra é.

6 (*a.*) Translate into English :—

Tug Cathal borca leis agus bí an cat bán le cois Cáit. Bí siad ag mirt cleas dóib féin. Thóg Cathal cloc 'n-a láimh, agus chaith sé suas is an sréin í. Nuair bí sí ag teacht anuas, buail sí an cat bán sa choss. Do leig an cat sgreau mór as: níor maith leat a clos.

Nuair connaic Cáit mar sin é, do chrom sí ar gol. "Ue a Chathail" ar sise "tá an cat bocht marbh agat." "Ná habair é a Cháit a chuid; tá bhrón orm 'n-a thaobh; ní chaithfead cloc go bhrath arís."

SECTION B. (Ceachta Beaga and Tadhg Gaelach.)

3 (*b.*) Translate into English :—

Sin olann agus lion. Snáth sin. Is sgáinte an túthar maoile. Ní h-é an tume ceudna mé ó imthigh mo sgruaig.

Tá colann ag gach uile thume. Tá agus anam. Is líonmhar sin sliabh na colna.

"Siúd mar do chuirinn mo leanbh a chodladh.
I m-braitlín lín 'r i súgán olna."

Is truagh liom a Philib, nach féidir liom aon nith a théanamh leo' chéadna in-diu—níl aon gual agam, agus tá sachall orm dul go Cill Airne thá sarraigh.

4 (*b.*) Translate into English :—

"An fíor" arsa Seaghán na Leasa gur bhris an gabha a lámh ag teacht ó Chill Airne aréir?" "Níl sé fíor agus níl sé bhreugach" arsa Séamus. "Níl a lámh briste acht tá sí goirtithe com mór sin go bhfuil eagla orm ná beidh aon mhaith ann go deo. Tá an fear bocht buadhartha go leor, acht 'sé an rud is mó tá cur air anois gan Neillí beith pórtha.

Is gairid an lá é. Tá an t-arbhar i n-droch chuma. Tá an fharbh marbh. Cad d'imthigh ar an tarbh? Bhí sé ag comhrac le tarbh ba mhó ná é.

5 (*b.*) Translate into English :—

Och! feuch an gabhar ins an ngort. Gabh amach ar ais, a ghadhuidhe. Ar chualaidh tú an bhéarla beag úd ar "Ceathair ghréagaidhe gan bheith breugach" agus ar cheathair Fhranncach, gan bheith bunús?" Chualaidh mé gan amhras. Chualaidh mé é an oidhche ud a bhí mé ag imirt cártaí le Domhnall Óg. Bhí fear sgeulaidhe 'n-a shuidhe i n-aice na teine agus é ag tabhairt abhán agus bhéarsaí uaidh.

Tá Nóra ag dul go Dún-mór. Níl am ag tadhg ar dul ann. Tá Nóra mall agus tá slighe fada cam ann.

6 (*b.*) Translate into English :—

"An sgreallairín sughaidh" arsa Tadhg nuair a chuala sé cad dubhairt a dhuine muinnteara-dha "Tá fear agamsa go maith cad tá 'n-a ceann; acht béidh an sgéal go cruaidh orimsa nó gháoidearsa é. Nuair chuala Eoghan Ua Laoghaire cad do dhuit amach ar athair Neillí, níor bhrath go raibh sé ag dorsar tighe an ghabha. Ní raibh mórán fáilte ag Tadhg roimis, acht sar ar fhág sé an teinteán bhí taobh eile ar an sgéal.

Section C.

7. Mention, and illustrate your answer by examples, three distinct cases in which the initial consonant of the verb suffers aspiration.

8. What letter eclipses g, p and t respectively? Give examples to illustrate your answer.

FRENCH (Optional Subject).

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section, but not more than two from any one*, A, B, C.

Dr. Beatty, Senior Inspector.
Mr. Heron, District Inspector.

Section A.

1. Translate into English :—

Rosa avait aperçu par la fenêtre une dame qui montait l'avenue. La reconnaître pour Madame Reynold, courir au-devant d'elle, se jeter à son cou et l'accabler de caresses, ce fut l'affaire d'un instant. Madame Reynold les lui rendit avec une tendresse toute maternelle, puis demanda à voir sa tante. Rosa l'introduisit dans la chambre où Madame Darcy, son tricot à la main et le chat roulé en boule, et filant doucement comme un chat rentier qui n'a qu'à se laisser vivre sans s'inquiéter d'où lui viennent les biens, occupaient en face l'un de l'autre leurs places respectives.

2. Translate into English :—

La journée fut longue et difficile à passer. Tout ce que proposait Mademoiselle Noémi était rejeté d'un ton désobligeant par la pauvre enfant, qui, tout en se livrant ainsi à son mauvais naturel, aurait donné le monde entier pour ouvrir son cœur à une amie et pour entendre une parole de consolation et d'affection. Elle n'osa pas même insister pour qu'on lui dît la vérité sur l'état d'Alfred, mais elle resta éveillée jusque fort avant dans la nuit, prêtant l'oreille au plus léger bruit et le cœur agité par un battement étrange. A minuit, il lui sembla entendre du mouvement dans la maison. Des portes s'ouvrirent et se fermèrent avec précaution ; des pas légers glissèrent dans le passage ; elle crut même saisir quelques chuchotements.

3. Translate into English :—

Quand William eut fini son histoire, tous les auditeurs se levèrent et chacun fit ses réflexions sur ce qu'il venait d'entendre : il n'y en eut qu'un qui resta et qui ne dit rien ; c'était Georges Fitzel. Il demeura longtemps les deux coudes appuyés sur ces genoux et la tête dans ses mains, paraissant réfléchir profondément, et il fallut l'appeler deux fois pour le souper. Mais le lendemain, dès le matin, il revint avec son père dans la boutique de William Kennedy.—Voisin, dit le

vieux Fitzel; voici un enfant que votre histoire a rendu sage; Georges veut aussi être utile, et il vient vous prier de le prendre pour apprenti.

SECTION B.

4. Translate into French :—
What are you thinking of?
I will tell you when I am ready.
You are quite right.
Have your friends arrived?

5. Translate into French :—

At what hour will you be at your father's?
Bring me some cold water.
He has lost his own dog and mine.
I shall wait no longer.

SECTION C.

6. Write down the plurals of *bal, travail, œil, clou, jeu, éventail.*

7. Give the present participle, the preterite first person singular, and the past participle of *ouvrir, voir, écrire,* and *vivre.*

8. Compare *bon, mauvais,* and *petit,* and the corresponding adverbs.

LATIN (OPTIONAL SUBJECT).

One hour and a half allowed for this subject.

N.B.—*Questions* 1, 2, *and* 3 *are compulsory. Of the remaining questions only two may be attempted.*

Mr. STRONGE, Senior Inspector.
Mr. DICKIE, District Inspector.

1. Translate into English :—

Hoc prœlio facto, reliquas copias Helvetiorum ut consequi posset pontem in Arare faciendum curat, atque ita exercitum traducit. Helvetii repentino ejus adventu commoti cum id quod ipsi diebus viginti aegerrime confecerant, ut flumen transirent, illum uno die fecisse intelligerent, legatos ad eum mittunt cujus legationis Divico princeps fuit.

2. Translate into Latin :—

(*a.*) He knew that four hundred of the enemy were hastening towards the city.

(*b.*) I asked the boy whether he were younger than his brother.

(*c.*) Let us not blame those worthy of praise.

(*d.*) Call together the citizens that the enemy may not lay waste our fields.

3. Translate into English :—

Dum haec apud Cæsarem geruntur, Labienus eo supplemento, quod nuper ex Italiâ venerat, relicto Agendici, ut esset impedimentis præsidio, cum quatuor legionibus Lutetiam proficiscitur. Id est oppidum Parisiorum, positum in insulâ fluminis Sequanæ. Cujus adventu ab hostibus cognito magnae ex finitimis civitatibus copiæ convenerunt.

4. (*a.*) Give genitive and ablative cases—singular and plural—of *scelus*, *genu*, *ars*, *bos*, *dies* ; and

(*b.*) Decline in full the adjectives *prudentior*, *duo*, and *dives*.

5. (*a.*) Compare the adjectives *bonus*, *parvus*, *liber*, *acer*, and *humilis*.

(*b.*) Express in Latin *oldest* and *youngest*.

6. (*a.*) Conjugate *praebere*, *sonare*, *vetare*, *vincire*, *reperire*.

(*b.*) Write out in full the perfect indicative and present subjunctive of *monere*, *posse*, and *audire*.

7. (*a.*) What are defective, deponent, and impersonal verbs? Give examples.

(*b.*) Express in Latin :—

"It causes me sorrow."

"It thunders."

"Having spoken thus, he departed."

8. (*a.*) What is meant in Latin by the sequence of tenses?

(*b.*) Express in Latin the different possible significations of "She may come."

IV.—Questions set to candidate pupil teachers.

PENMANSHIP.

Half an hour allowed for this paper.

Mr. O'Riordan, Senior Inspector.
Mr. W. J. Browne, District Inspector.

Transcribe :—

(*a*.) Loss of the Royal George.

Toll for the brave!
The brave that are no more!
All sunk beneath the wave
Fast by their native shore.

Eight hundred of the brave,
Whose courage well was tried,
Had made the vessel heel
And laid her on her side.

(*b*.) "Examine now," said he, "this sea that is thus bounded with darkness at both ends, and tell me what thou discoverest on it."

"I see a bridge," said I, "standing in the midst of the tide."

"The bridge thou see'st," said he, "is Human Life; consider it attentively."

Addison.

(*c*.) Joseph Patrick McGinley, Monday, 1st January, 1906.

SPELLING AND PUNCTUATION.

Mr. Kelly, Senior Inspector.
Mr. Semple, District Inspector.

There is nothing more memorable in history than the actions, fortunes, and character of this great man, whether we consider the grandeur of the plans he formed, the courage and wisdom with which they were executed, or the splendour of that success, which adorning his youth continued without the smallest reserve to support his age even to the last moments of his life. He lived above seventy years, and reigned, within ten years, as long as he lived—sixty over his dukedom, above twenty over England—both of which he acquired or kept by

his own magnanimity, with hardly any other title than he derived from his arms; so that he might be reputed in all respects as happy as the highest ambition the most fully gratified, can make a man. The silent inward satisfaction of domestic happiness he neither had nor sought. He had a body suited to the character of his mind; erect, firm, large, and active, whilst to be active was a praise; a countenance stern, and which became command. Magnificent in his living, reserved in his conversation, grave in his common deportment, but relaxing with a wise facetiousness, he knew how to relieve his mind, and preserve his dignity; for he never forfeited by a personal acquaintance that esteem he had acquired by his great actions.

GRAMMAR.

One hour and a half allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos.* 1 *and* 2, *which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value.*

Mr. BROWN, Senior Inspector.
Mr. MCENERY, District Inspector.

1. Parse the words in *italics* :—

O *Solitude!* *where* are the charms.
That sages *have seen* in thy face?
Better dwell in the midst of alarms
Than *reign* in this horrible place.

2. Analyse :—

I see, said I, a huge valley and a prodigious tide of water rolling through it.

3. How is the Possessive Case formed in the singular and in the plural (*a*) of nouns ending in *s*, and (*b*) of compound nouns? Give examples.

4. Give examples showing the different forms employed for marking comparison in adjectives.

5. Write out sentences introducing the past tense and past participle of the following verbs : *lie, be, thrive, swim, eat.*

6. Distinguish between mine and my, thine and thy, ours and our; and illustrate by examples.

7. Write down the plural of *gallows, topaz, solo, Mary, wharf,* and the singular of *radii, genera, data, indices, hypotheses.*

8. Correct or justify the following :—

(*a.*) Who do you speak to?
(*b.*) They are both fond of one another.
(*c.*) Well is him that hath found prudence.
(*d.*) Whom do you think that I am?

ENGLISH COMPOSITION.

One hour and a half allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. Dewar, Senior Inspector.
Mr. Fitzpatrick, District Inspector.

Subjects for Essay.

(1). "There is nothing so undignified as anger."
(2). "Deeds are better things than words are."
(3). Give an account of the death and funeral of Ophelia.

ENGLISH LITERATURE.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. Daly, Senior Inspector.
Mr. Mahon, District Inspector.

1. What was the fate of each of Lear's daughters?

2. Recount the prophecies made to Macbeth at his second interview with the witches, and narrate how each prophecy was fulfilled.

3. Relate how Bassanio secured Portia as his wife.

4. How did Portia disappoint Shylock of his revenge and despoil him of his riches?

5. What were the causes of Hamlet's departure for England? What events took place on the journey?

6. Give some account of the following characters mentioned in the selected Tales :—

Caius, Fleance, Nerissa, Laertes, Adam.

7. Mention the circumstances that led to the meeting of Rosalind and Orlando in the Forest of Arden.

8. What event changed the character of Oliver? What consequences followed from this change?

GEOGRAPHY.

One hour and a half allowed for this paper.

N.B.—*The map question is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map question and the first four other answers left uncancelled. The questions in this paper are all of equal value.*

Mr. O'Connor, Senior Inspector.
Mr. Cromie, District Inspector.

1. On the accompanying map of Ireland mark the position of the Mourne Mountains, the Liffey, Sligo, Athlone, Erris Head, Carnsore Point, Achill Island, Lough Neagh, Dingle Bay, and Carlingford Bay?

2. What are the principal industries of New South Wales, Queensland, South Australia, and West Australia?

3. What and where are :—Winnipeg, Sutlej, Lagos, Cape Breton, Port of Spain?

4. Which of the British possessions export timber?

5. In what countries do the following peoples live :—Maoris, Cingalese, Zulus, and Ashantees?

6. Give a brief description of India under the following heads :—(1) physical aspect, (2) products.

7. Where and for what noted are :—Patna, Johannesburg, Valetta, Kowloon, St. Helena?

8. Name the chief divisions of the Dominion of Canada and one important town in each.

ARITHMETIC.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value. Brief explanatory notes of your work should be given.*

Mr. Dalton, Senior Inspector.
Mr. Hughes, District Inspector.

1. Gold is £3 17*s.* 6*d.* per ounce, silver £2 14*s.* per pound. What is the value of a piece of silver of equal weight with a piece of gold which is value for £1,240?

2. Express in Troy Weight $\frac{2}{3}$ of $\frac{5}{6}$ $(\frac{1}{2} - \frac{1}{3} + \frac{1}{4})$ of 1 lb Avoirdupois.

3. At what rate per cent. per annum will £225 gain £3 12*s.* in 146 days?

4. How many yards of paper 2 ft. 6 ins. wide are required to cover the walls of a room 20 ft. 6 ins. long, 9 ft. 6 ins. wide, and 13 ft. 6 ins. high; and what will be its cost at 7*s.* 4*d.* per dozen yards?

5. The following articles were sold:—

151 at 11*d.* each.
300 ,, $9\frac{1}{4}d.$,,
37 ,, 10*d.* ,,
1 ,, 2*s.* $6\frac{1}{2}d.$
50 ,, $9\frac{1}{2}d.$ each.
100 ,, 9*d.* ,,
25 ,, $10\frac{1}{2}d.$,,

What is the average selling price? Explain how you would calculate mentally the first three of the given items.

6. What income will be derived from the investment of £7,500 in $4\frac{1}{2}$ per cent. Stock at $92\frac{1}{2}$?

7. The sides of a triangle are 13, 14, and 15 feet respectively; compare its area with that of an equilateral triangle having the same perimeter.

8. Find the length of a circular cycle track enclosing a plot of 3 statute acres.

ALGEBRA.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five questions left uncancelled. The questions in this paper are all of equal value.*

Mr. McClintock, Senior Inspector
Mr. Macmillan, District Inspector.

1. Given $3x = 4$, $2y = 5$, $6z = -7$, find the value of—

$$\sqrt{6x + 5y + \tfrac{9}{2}} + \sqrt{5y + 4z + \tfrac{7}{6}}.$$

2. The product of two expressions is $3x^5 - x^4 + 2x^3 + 2x - 1$, and one of them is $1 - x + x^2$; what is the other?

3. Solve—

$$(x-2)(7-x) + (x-5)(x+3) - 2(x-1) + 12 = 0.$$

4. Find a number such that its half is as much above 100 as its third part is below 100.

5. Simplify—

$$\tfrac{1}{2}x - \tfrac{1}{2}(\tfrac{2}{3}y - \tfrac{1}{2}z) - [x - \{\tfrac{1}{2}x - (\tfrac{1}{3}y - \tfrac{1}{4}z)\} - (\tfrac{2}{3}y - \tfrac{1}{2}z)].$$

6. Divide $9x^5 - x^3 - 32x + 24$ by $3x^3 + 2x - 4$.

7. Find the sum of three consecutive odd numbers of which the middle one is $2n + 1$.

8. Subtract the cube of $4 + x^2$ from the square of $8 + 6x^2 - x^3$.

GEOMETRY AND MENSURATION.—Men.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, of which two and not more than three must be in Section* B. *The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.*

Mr. J. Ross, Senior Inspector.

Mr. J. Chambers, District Inspector.

Section A.

1. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal : (1) the angle which is contained by the two sides of the one is equal to the angle contained by the two sides equal to them, of the other; and (2) the two triangles are equal to one another.

2. To describe a parallelogram equal to a given rectilinear figure, and having an angle equal to a given angle.

3. The opposite sides and angles of a parallelogram are equal to one another; and (2) the diagonal bisects it.

4. Any two sides of a triangle are together greater than the third side.

Section B.

5. The base of an isosceles triangle is 54 feet, and each side is 45 feet. Find the length of the perpendicular from an extremity of the base on the opposite side.

6. ABCD is a quadrilateral figure : BC is parallel to AD : if AB, BC, and CD be each 325 feet, and AD be 733 feet, find its area.

7. The sides of a right-angled triangle are 11 and 60. Prove that the equilateral triangles described on them are together equal to that described on the hypotenuse.

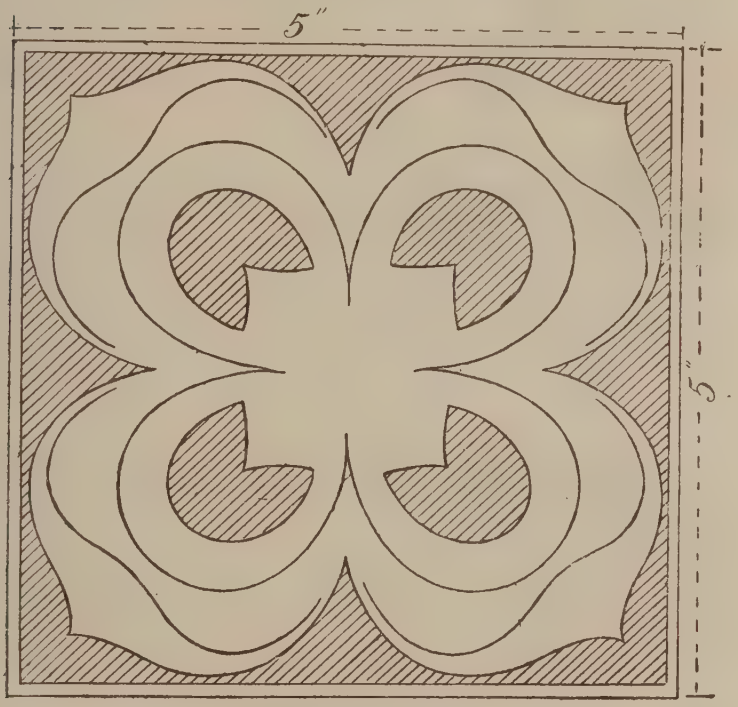
8. A rectangular garden, 28 yards long by 24 yards broad, is made 4 yards longer. How much must be cut off the breadth so that the area shall remain unchanged. Find in yards how much longer fencing will be required in the new than in the original shape.

FREEHAND DRAWING.

Time allowed, 1½ hours.

Dr. ALEXANDER, Senior Inspector.
Mr. COYNE, District Inspector.

Draw, by means of instruments, and according to figured dimensions, the frame shown below. Copy (freehand) within this frame, the design given, keeping the same proportion between it and the frame as is shown in the example. (*India-rubber should be very sparingly used, if at all.*)



Width of frame = ⅛″.

NEEDLEWORK.

Time allowed, six hours.

Mr. STRONGE, Senior Inspector.
Miss PRENDERGAST, Directress of Needlework.

SEWING.

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following:—*run and fell seam, a buttonhole* (barred at one end, rounded at the other); *sewing on gathers* (also known as "stocking-on"). One buttonhole and *one inch* of each of the stitches will be accepted as a sufficient amount of work, and candidate will do well not to attempt more, as she would thereby occupy time required for the other branches of this subject. A small *patch* (about one inch and a half square) is to be tacked on, top-sewn round one-quarter of the outer, and hemmed round the same quarter of the inner side of the patch, so as to complete one corner of it.

Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

KNITTING AND DARNING.

Candidate having provided herself with a piece of knitting in progress, viz.; the leg of a baby's sock, with heel begun, is required to turn and complete this heel in the presence of the Superintendent, picking up stitches for foot, and knitting three or four rounds of it. The sock should have securely stitched to it a label about one inch broad, and one and a half inches long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Superintendent to be marked by him. (*The candidate must be careful not to neglect doing this.*)

The Superintendent will supply candidate with a small piece of stocking web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side as she works from the wrong. She is to darn a *round* hole, *not smaller than a threepenny piece nor larger than a sixpence*, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage. Both sock and darn, when finished, are to be attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT.

Paper for this test will be supplied. The specimen is to be tacked together with needle and thread; *no pins are to be left in it.*

Candidate is required to cut out a boy's shirt (which may be half size only, if preferred, but must not be a half shirt). On this she will mark distinctly her examination number.

She is requested to comply *as exactly as possible* with all requirements mentioned above.

V.—Questions set to candidates for certificates of competency to teach Special Subjects.

IRISH.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each section*—A, B, C, D. *The Examiner will read only the first five answers left uncancelled.*

The questions in this paper are all of equal value.

Dr. Skeffington, Senior Inspector.
Mr. Lehane, District Inspector.

Section A.

1. Translate into Irish :—

The Phantom spread his dark robe before him for a moment, like a wing; and withdrawing it, revealed a room by daylight, where a mother and her children were. She was expecting someone with anxious eagerness; for she walked up and down the room; started at every sound; looked out from the window, glanced at the clock; tried, but in vain, to work with her needle; and could hardly bear the voices of her children at play. At length the long-expected knock was heard. She hurried to the door, and met her husband.

2. Translate into, or express otherwise in, Irish :—

Register Number 656, John Murphy, 23rd June, 1906. What lesson have we to-day? You should pause at that word: do you not see that it is followed by a full stop? Add 6, 27, and 53. What is the difference between 13 and 38? Multiply 27 by 5. Divide 36 by 4. What is the price of $5\frac{1}{2}$ yards of cloth at 1*s*. 4*d*. per yard? What is the subject matter of this lesson? Spell and pronounce that word.

Section B.

2. Cuir Béarla air :—

Is iomda lá aoibhinn bíog-ga 'r fionn,
'S an fhiann 'nár gcionn fá láin-réim.
Ag imirt fidchille agus ag ól
'S ag clos ceoil, an buidean ba dhreun.

Ag fealgaireacht i ngleannta ruibh mín'
..'S ar ngadhair béil-bhinn' againn ann,
Sealad eile dhúinn i ngairbh-ghléic
Ag dreargairt laoch go láin teann!

Raoraig :—

A Oifín baoith, tréig go fóill
De do gairgeadh mór ar an bFéinn—
Cionnas do chuadais go Tír na n-Óg?
Lean dúinn gann ghó anois ar do sceul.

Oifín :—

Do chuagamar ar gcúl do'n tír
'S ar n-aghaidh go díreach glan siar
Do thráig an mhín-mhuir romhainn
'S do líon 'na bhoinntibh in ár n-diaidh.

4. Cuir béarla ar :—

(a.) Do chuaidh MacConmara mar sin go Baile-an-Fhaoiteig; Do fuair sé codhain ann, agus ba ghnách ann é ar feadh mórán de bliadhantaibh i ndiaidh an ama so. Bhí Ducat fial, fáilteamhail mar do bí mórán d'uaislibh na hÉireann an tan sin, ba luchd gaoil fognuis dó ná Raoraigh, eadon, tighearnaidhe an Chuirraig mhóir,

(b.) Bí an oidhche ag dul tarfra go maith, is má dheireadh do chuimnigh an cainnt 'san treomhra eile, is ní raibh fuaim le cloisint ar fuaid an tighe. Acht ní raibh Mac Uí Chaoimh gátha i n-a aigneadh. B'fada uaidh é. Bí eolas mhaith aige ar múnaibh carsan is ar dheagaibh coiméadaidhe; is ní raibh a throch-aithris gan fáth an tan sin.

5. Cuir béarla ar :—

(a.) Do bí bhrat fairsing fada, réidh
Ag folach an tsléibh-eidh báin,
Dialladh ghreanntach de dhearg-ór
'Gus sliabh beith-óir in á dhearbháthadh.

Bhí ceithre cruith' go cúramach fáoi
De'n or buidhe ba ghlaine scáil,
Fleasc airgid i gcúl a chinn,
'S ní raibh san tsaoghal each do b' fearr.

(b.) Dob' fhíor-fhile Donnchadh Ruadh Mac Conmara gan athradh—dhéanfadh "Bán-chnoic Éireann Óig" go do dheithnigheadh, dá mbéidheadh sé gan aon rann eile do scríobadh le n-a ré; acht is annamh do thug sé am dó féin cum a dhánta do dhéanamh mín nó bladhda.

SECTION C.

6. Cuir Béarla ar:—

Bí duine der na príobairí go raib ceol fíde aige. Nuair a bíodar go léir corta, tnáidte, buailte amach, traocta, ó'n finnce, d'iarradar ar an bpíobaire an ceol fíde do feinnt dóib. Diultuig fé ar fead aḃfad. Dubairt fé go raib an ceol fó aerach, agus nár éagrt é feinnt i gceudeacdan.

Tugadar deoc eile d'fíon an fíg dó, agus bíodar ag tadant air éoidéc go d-tí go m-b' éigean dó géilleadh. Gleus fé an píb. Teann fé an mála. D'eirt an cuideacta fé mar beidís gan anam gan anál. Ba gearr gur h-airigeadh mar béadh gnúradach breág bog péidh ag gluaiseacht mórdimdeall an tige lasmuich.

7. Cuir Béarla ar:—

(*a.*) Bí an dá fluag or comair a céile ar fáirc Cluana Tairb, maidin Aoine an Céarta, 'gan mbliadain 1014. Bí an rí féin, Brian, ina cádán mar bí fé fó-aorda le dul cun trodha. Bí na Loclannaig agus a gcúl le fairrge aca, agar coillte go fairsing timdeall ing gach uile áit. Tá tigte agus gráideanna indiu ann.

(*b.*) Cuir rí Lionn ar a druim arir, 'r amach léide ir éar fead fí go raib rí aige Móta Dealgain. Caill rí lionna a brollaig ir d'fág rí mairc ionn go bfuigeadh á lionna arist. Rinn rí móta ionn. Sin Móta Dealgain (l. Dealg finn) o'n lá sin go dtí an lá so.

8. Cuir béarla ar:—

Oidce nac gaoidte móire.

Ar Oidce Cinn an Dá Lá Déag,
Déidh cuimne grinn go h-éag;
Is iomda milte d' éag
I mbailte muir is tír;
Oidce Gaoidte móire,
Oidce groisme is dóig í,
Déan Coillte 's craimnte a grisdeadh,
Agus obair do na daoin.

Oidce uailleach, greadach,
Luaimneach, groisneamail, gaodach—
Is duine dall nach léigfeadh
Cuimhdt an Ard-Rídg duag;
An doman uilig ag géimneach
'Gus an muir le gealt ag léimneach,
Ainmidde dúil is éanlaid
Laoi eagla 'gus uadhár.

SECTION D.

9. Parse the words :—

Oç imirt, ceoil, i ngleannta ib, dúmn, laoc, tugamar and lion which occur in Q 3.

10. Give the verbal noun of each of the verbs :—

abair, bain, lean, éag, tuig, buail and meall.

FRENCH.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section*—A, B, C, D. *The Examiner will read only the first five answers left uncancelled. The questions in the paper are all of equal value.*

Dr. BEATTY, Senior Inspector.
Mr. HERON, District Inspector.

SECTION A.

Translate into English :—

Les tirailleurs arrivaient alors près du ravin bordé de broussailles et de haies vives. Déjà, quelques instants avant, j'avais aperçu plus loin, de l'autre côté, quelque chose remuer et reluire comme des épis où passe le vent ; l'idée m'était venue que les Russes, avec leurs lances et leurs sabres, pouvaient bien être là ; j'avais pourtant de la peine à le croire. Mais, au moment où nos tirailleurs s'approchaient des bruyères, et comme la fusillade s'engageait en plusieurs endroits, je vis clairement que c'étaient des lances. Presque aussitôt un éclair brilla juste en face de nous et le canon tonna. Ces Russes avaient des canons ; ils venaient de tirer sur nous, et je ne sais quel bruit m'ayant fait tourner la tête, je vis que dans les rangs, à gauche, se trouvait un vide.—(ERCKMANN-CHATRIAN).

2. Translate into English :—

A minuit nous arrivâmes dans les grandes promenades qui longent la Pleisse, et nous fîmes halte sous les vieux tilleuls dépouillés. On forma les faisceaux. Une longue file de feux tremblotaient dans le brouillard jusqu'au faubourg de Ranstadt. Quand la flamme montait, elle éclairait des groupes de lanciers polonais, des lignes de chevaux, des canons et des fourgons, et de loin en loin, quelques sentinelles immobiles dans la brume comme des ombres. De grandes rumeurs s'élevaient en ville, elles semblaient augmenter toujours, et se confondaient avec le roulement sourd de nos convois sur le pont de Lindenau.

C'était le commencement de la retraite. Alors chacun mit son sac au pied d'un arbre et s'étendit dessus, le bras replié sous l'oreille. Un quart d'heure après, tout le monde dormait.—(ERCKMANN-CHATRIAN).

3. Translate into English :—

L'indigne ambition que ton cœur se propose !
Pour être plus qu'un roi, tu te crois quelque chose !
Aux deux bouts de la terre en est-il un si vain
Qu'il prétende égaler un citoyen romain?
Antoine sur sa tête attira notre haine
En se déshonorant par l'amour d'une reine ;
Attale, ce grand roi, dans la pourpre blanchi,
Qui du peuple romain se nommoit l'affranchi,
Quand de toute l'Asie il se fût vu l'arbitre,
Eût encor moins prisé son trône que ce titre.
Souviens-toi de ton nom, soutiens sa dignité ;
Et, prenant d'un Romain la générosité,
Sache qu'il n'en est point que le ciel n'ait fait naître
Pour commander aux rois et pour vivre sans maître.
(CORNEILLE.)

SECTION B.

4. Translate into English :—

Dans ces deux mois, les derniers que je devais passer auprès de lui, il sembla prendre à tâche de récapituler tous les conseils qu'il m'avait donnés en ma vie. Il me recommandait d'honorer notre nom, comme s'il avait cru que j'étais seul à le porter après lui. Je remarquai qu'il me traitait moins en garçon de seize ans qu'en futur chef de famille, plaçant sous ma protection d'écolier mes oncles, mes cousins, ma mère et grand maman elle-même :

"Ne les perds pas de vue, reste auprès d'eux autant que tu pourras ; ton pauvre père me remplacerait s'il était vivant ; c'est à toi de remplacer ton père."—(EDMOND ABOUT.)

5. Translate into English :—

Il n'est pas temps encor de chercher le trépas ;
Ton prince et ton pays ont besoin de ton bras.
La flotte qu'on craignait, dans ce grand fleuve entrée
Croit surprendre la ville et piller la contrée.
Les maures vont descendre ; et le flux et la nuit
Dans une heure à nos murs les amènent sans bruit.
La cour est en désordre, et le peuple en alarmes ;
On n'entend que des cris, on ne voit que des larmes.
Dans ce malheur public mon bonheur a permis
Que j'ai trouvé chez moi cinq cents de mes amis,
Qui, sachant mon affront, poussés d'un même zèle,
Se venaient tous offrir à venger ma querelle.
(CORNEILLE—*Le Cid.*)

SECTION C.

6. Write in French a short letter to a friend describing a visit to some large town.

7. Translate into French :—

Many among you can remember, and you have all heard of, the effect produced in France, twenty-nine years ago, by the consular government and of the condition in which it had found our country. Abroad, a foreign invasion imminent, continual disasters in our armies; at home, the almost complete dissolution of government and people; no revenues, no public order; in a word, a society beaten, humiliated, disorganised,—such was France on the accession of the consular government.

SECTION D.

8. In what cases are the disjunctive personal pronouns *moi, toi, lui, elle, nous, vous, eux, elles* used? Frame a sentence as an example under each case.

9. After what classes of verbs is the subjunctive mood used in French? Frame a sentence as an example under each head.

10. Translate into idiomatic French :—

(*a.*) Does the room look into the garden?
(*b.*) I must get up early to-morrow.
(*c.*) Is there anything particular to see in the town?

Translate into idiomatic English :—

(*a.*) Vous avez beau demander.
(*b.*) Je m'en passerai très-bien.
(*c.*) J'en fus quitte à bon marché.

LATIN.

One hour and a half allowed for this paper.

N.B.—*Five questions only to be attempted. The first four questions are obligatory. The Examiner will read only the first other answer left uncancelled.*

Mr. STRONGE, Senior Inspector.
Mr. DICKIE, District Inspector.

1. Translate into English :—

Duplex inde Hannibali gaudium fuit; neque enim quicquam eorum, quae apud hostes agerentur, eum fallebat et perfugis multa indicantibus et per suos explorantem; nam et liberam

Minucii temeritatem se suo modo captaturum, et sollertiae Fabii dimidium virium decessisse. Tumulus erat inter castra Minucii et Poenorum, quem qui occupasset haud dubie iniquiorem erat hosti locum facturus. Eum non tam capere sine certamine volebat Hannibal, quanquam id operae pretium erat, quam causam certaminis cum Minucio, quem procursurum ad obsistendum satis sciebat, contrahere.

(*a.*) Explain the expression—

Signa convelli, triarii, pulvinaria.

(*b.*) Describe very briefly Hannibal's strategy at Lake Trasymene.

2. Translate into English :—

Non prius aspicies, ubi fessum aetate parentem
Liqueris Anchisen? superet conjunxne Creusa,
Ascaniusque puer? quos omnes undique Graiae
Circum errant acies, et ni mea cura resistat
Jam flammae tulerint, inimicus et hauserit ensis.
Non tibi Tyndaridis facies invisa Lacaenae,
Culpatusve Paris; divûm inclementia, divûm,
Has evertit opes, sternitque a culmine Trojam.

Parse *liqueris, Paris.*

Explain the mood of *superet.*

Relate very briefly the episode of Androgeos.

3. Translate into English the following passage :—

Illi haec inter se dubiis de rebus agebant
Certantes; castra Aeneas aciemque movebat.
Nuntius ingenti per regia tecta tumultu
Ecce ruit, magnisque urbem terroribus implet:
Instructos acie Tiberino a flumine Teucros
Tyrrhenamque manum totis descendere campis.
Extemplo turbati animi, concussaque vulgi
Pectora, et arrectae stimulis haud mollibus irae.
Arma manu trepidi poscunt: fremit arma juventus.

4. Translate into Latin :—

Arpincius and Junius convey to the ambassadors what they heard. They, troubled by the sudden matter, though those things were said by the enemy, did not think that they should be neglected, and were particularly moved by the fact that it was scarcely to be believed that the humble state of the Eburones would of its own accord dare to make war on the Roman people. And so they refer the matter to the council and in it a great discussion arises.

5. Correct the grammatical errors in the following sentences :—

(*a.*) Relicto Athenis, per marem Mediterraneum itinere factâ insulam quae Hiberniam vocatur tandem contendit.

(*b.*) Scire oportes quod pater et mater tua in eodem navi vecti hoc in loco venerunt.

(*c.*) Qui per natum major est frater tuus aut tu?

6. (*a.*) Give the various constructions to express price in Latin with examples

(*b.*) What is the locative case? Give examples of its use.

7. (*a.*) Decline *dea*, *quivis*, *bos*, *domus*, *jusjurandum*, and *nequam*.

(*b.*) Give two nouns of the fourth declension which take *ubus* in the dative and ablative plural.

8. (*a.*) Give the general rules of oratio obliqua.

(*b.*) Turn the following passage into *oratio recta* :—

Scire se eos multis laboribus exhaustos pacem quam victoriam malle, sed periculum esse ne timidi a fortibus circumvenirentur.

9. Write out—

(*a.*) The perfect indicative active of *sero* (to sow), *sero* (to join), *tero*, *tollo*, and *surgo*.

(*b.*) Explain, with examples, the use of the two supines.

10. Give examples of the use of the genitive case in Latin, in dependence upon adjectives, neuter adjectives (nominative or accusative), and upon verbs. At least three examples to be given in each case.

SUMMARY OF ANSWERING.—ANNUAL EXAMINATIONS, 1906.

	Fifth year monitors, pupil teachers, and Candidates for Training.			King's scholars at end of first year's Training.			King's scholars at final examination.		
	No. Examined.	No. Passed.	Percentage of the No. passed to the No. examined.	No. Examined.	No. Passed.	Percentage of the No. passed to the No. examined.	No. Examined.	No. Passed.	Percentage of the No. passed to the No. examined.
Men, ...	522	361	69·2	221	208	94·1	228	181	79·4
Women, ...	1,458	994	68·2	280	262	93·6	392	362	92·3
Total, ...	1,980	1,355	68·4	501	470	93·8	620	543	87·6

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OF

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SCHOOL YEAR 1907-8.

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THE

SEVENTY-FOURTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

SCHOOL YEAR, 1907-8.

TO

HIS EXCELLENCY JOHN CAMPBELL GORDON, EARL OF ABERDEEN, K.T., G.C.M.G.

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please Your Excellency,

We, the Commissioners of National Education in Ireland, submit to Your Excellency this our Seventy-fourth Report. In this report the statistics of attendance, religious denominations, &c., in the schools, are for the year ended 31st December, 1907, the financial statements are for the year ended 31st March, 1908, and the general information is brought up to the present date (17th August, 1908).

Building Grants.

In recent reports we devoted considerable space to the question of building grants for schools, and we gave in our last report the issue of the long correspondence with the Treasury on the subject. Since the publication of that report sanction has been obtained for special grants for extra works, including heating by means of hot water, play sheds, concreting play grounds, water supply, drainage, gas fittings, well sinking, and the provision of pumps.

The conditions on which these grants are made are embodied in our code for 1908-9. The Treasury has sanctioned a regulation of considerable importance, under which managers may erect, in certain cases, buildings to accommodate a larger number of pupils than the actual attendance warrants, on the understanding that the grants based on the actual attendance will be supplemented if the statistics of attendance at the school within five years from the date of completion of the building should show that the larger building is required.

The Treasury has also sanctioned grants towards the provision of special rooms for the teaching of cookery, laundry work, and science in the case of schools with four or more teachers, or in adjoining boys' and girls' schools with a combined average attendance of 160. We are of opinion that these grants should be available in the case of girls' and mixed schools having a staff of three teachers. We attach great importance to the teaching of cookery and laundry work, and we have taken measures that these subjects shall form an essential portion of the curriculum in all schools where suitable provision for such instruction can be secured. We are now empowered to pay the travelling and maintenance expenses of teachers attending special courses of instruction in cookery and laundry work given either by our own organisers or by instructors in technical schools.

Salaries of the Teachers

In our last report we made reference to a scheme for improving the salaries of National teachers, which we submitted to the Irish Government in 1906-7, but which the Treasury refused to approve. We again approached the Government and the Treasury on the subject in connection with our estimates for the current financial year, and we asked for a sum of £133,000 to enable us to give effect to a scheme of improved salaries which would be, in our opinion, much more advantageous to the teachers and more conducive to higher efficiency than the proposals which we submitted in 1906-7. After considerable correspondence we succeeded in securing a grant of £114,000, which, moreover, was payable for the financial year 1907-8. The reduction from our estimate necessitated the exclusion from participation in the benefits of the grant of all schools in which the average attendance was less than 35. As we were satisfied that our scheme thus maimed would not give satisfaction to the teachers and to others interested in education, we appealed to the Government and the Treasury for more liberal terms and protested against the exclusion of so large a number of schools (viz., 2,850), but without avail. When the supplemental estimate for the £114,000 was submitted to Parliament it was received with much dissatisfaction by all parties, and the Chief Secretary withdrew it, promising to submit another estimate.

The matter was again referred to us by the Government, and we were requested to allocate the funds at our disposal so that no class of teachers should be excluded from the grant. In order to do so satisfactorily, it was necessary to abandon

the distribution by means of capitation payments in favour of an all-round increase to the grade salaries, combined with a system of "bonuses" for efficient principal teachers in schools with an average attendance of 70 and above. It is to be regretted that the Irish Government have abandoned the "bonuses," which we considered to be a vital part of our scheme of improved salaries. In drawing up this scheme our aim was to combine an all-round improvement of salaries with the provision of a considerable number of prizes for efficient teachers in large schools, such as would be likely to attract a higher class of candidates to the profession of teacher than is at present available.

The existing grade salaries are defective in not differentiating, in sufficient measure, between the teachers in large schools in urban centres where living is expensive, and the teachers in small schools in rural districts where the standard of living and house rent are low, and where means are open to the teachers of supplementing their salaries. The "bonuses" were devised for the purpose of counteracting this defect. According to the estimate sanctioned by the Government, all the present defects of the system are perpetuated; no distinction is made between efficiency and inefficiency; and little between large and small schools. It thus follows that the inducements to the creation and continuance of small, inefficient schools are not diminished; and a great opportunity has been lost of removing some of the serious obstacles to the amalgamation of unnecessary schools, which is the declared policy of the Irish Government.

We think it to be our duty to protest most strongly against the abandonment by the Government, without consultation with us, of this essential part of our scheme in favour of an addition to the increases of salaries in the third and second of first grade, which, on account of its insignificance (£1 in 3rd grade; £2 in second of 1st grade), will be productive of little effect. We consider this action on the part of the Government to be an infringement, unparalleled in our history, of the spirit of the original constitution on which the Board was founded, viz., that it should be entrusted with absolute control over the funds which might be annually voted by Parliament.*

We have recently been empowered to pay, in certain exceptional cases, the cost of covered vans for the conveyance of School vans.

* Note:—See the letter from the Chief Secretary for Ireland, to His Grace the Duke of Leinster, on the formation of a Board of Commissioners for Education in Ireland. (Report of the Royal Commission on Primary Education, 1870, Vol. I., p. 25.)

children to school. Where an application is made to establish a new school in consequence of the long distance which the children have to walk in order to reach the nearest existing school, we are prepared to recommend that the cost of providing a covered van for their conveyance to school shall be defrayed out of the funds at our disposal, and we will not grant aid to any new school having an average attendance of less than 30 where such a mode of conveyance can be made available.

School gardens and Fees

In our last report we alluded to the postponement by the Treasury of the question of fees for school gardens. It was considered desirable to await the report of Sir Kenelm Digby's committee on the Department of Agriculture and Technical Instruction before coming to a decision in this matter. The report appeared in July, 1907, and a conference took place between representatives of this Board and of the Department with a view to arranging special courses in Horticulture for teachers in rural schools.

As the result of the conference, we resolved to co-operate with the Department in obtaining the sanction of the Treasury to a scheme, under which there would be included in the curriculum of the training colleges a practical horticultural course intended to fit national teachers for managing and giving instruction in connexion with school gardens. The scheme also provided for courses of instruction at central classes for teachers actually in charge of national schools, for the organisation of school gardens, for the employment of horticultural instructors by county committees, for the compulsory acquisition of land for school gardens, and for instruction in agriculture to national school pupils in higher primary schools in certain localities.

The Department of Agriculture and Technical Instruction was willing to supervise the teaching of horticulture in the training colleges and to hold courses for the training of national teachers. It was also prepared to organise these school gardens and to inspect the work of the teachers. In addition, it consented to be responsible for the instruction of the pupils of higher primary schools in agriculture when such schools should be established.

In the scheme provision was also made for the necessary funds to meet the cost of the special instructors, the travelling expenses of teachers, fees for instruction, and the cost of the necessary equipment

We submitted this scheme to the Irish Government in January, 1908, and we pointed out that in a country in which the population is largely rural and in which the majority of the pupils attending the primary schools will in after life be engaged in agricultural pursuits, it is eminently desirable that the fundamental principles of horticulture and agriculture should be made known to them during their school life. It is believed by many that too much attention is paid to the literary side of a child's education in the primary schools, and that the youth of this country often acquire a distaste for the practical pursuits in which most of them will be engaged after they leave school. To correct this tendency as well as to promote a knowledge of gardening and of the best agricultural methods was partly the aim of the scheme put forward. It was not proposed that agriculture should be taught to the boys attending the ordinary national schools, as it was considered that the suitable period for this instruction is between the ages of 14 and 17 years. This subject should, therefore, be included in the curriculum of a higher primary school, and an additional reason is thus afforded for the establishment of a class of school which we have from time to time urged upon the Irish Government and the Treasury. It was with profound regret that we recently learned that the Treasury has refused to sanction our proposals.

Higher Grade schools.

We have again drawn the attention of the Government to the advantages to be derived from the establishment of higher grade schools. It is observed that during the last few years in Scotland the number of pupils in such schools has steadily increased—from about 3,000 in 1900 to over 17,000 in 1906—and while it is possible that the same high standard of attendance would not be reached in such schools in Ireland, a fair rate of increase might be expected year by year.

Marlborough-street training college.

We have brought under the notice of the Treasury the need for the further provision of funds to enable us to complete the new residential buildings in connection with the Marlboro'-street Training college by the erection of a wing to accommodate the women King's scholars corresponding to that for the men King's scholars which is now approaching completion. A statement of the case in favour of this grant has been communicated to the Irish Government by a deputation from the Board which waited upon the Chief Secretary.

Free Home Grants for the Provincial training colleges.

During the past financial year we have renewed our recommendations to the Treasury for "Free Home" Grants for the Belfast, Limerick, and Waterford training colleges. The claim of these provincial colleges for equal treatment with the Dublin colleges appears to us to be reasonable and such as is in equity should be conceded.

Scholarships for National School Pupils

We have renewed our application for provision to award scholarships and bursaries to the pupils in national schools.

We proposed that, on the average, ten scholarships for each county should be awarded each year, each scholarship to be tenable for two years at an annual charge of £15.

We have also renewed our proposal that as in England the books, &c., required in the schools should be supplied at the public expense. We have also again urged the necessity for the allocation of funds for the provision of out-offices, for cleaning and whitewashing the school premises, and for meeting the cost of suitable desks, charts and fires for all schools.

Promotions and Awards of Increments, etc.

During the year ending 31st March, 1908, we have, after consideration of the inspectors' reports on their schools and the other circumstances of their cases, awarded promotions to higher grades to 192 principal teachers who had successfully complied with the prescribed conditions. Of these teachers 26 were promoted to the first section of first grade, 30 to the second section of first grade, and the remainder, 136, to the second grade.

Besides these cases of ordinary promotion we have also had under our consideration the cases of certain principal teachers who have shown exceptional ability and high efficiency in the discharge of their duties during a long period. After a careful consideration of each such case on its merits, we have granted special promotion to sixty-six principal teachers, nine of whom were placed in the first section of first grade, eleven in the second section of first grade, and forty-six in the second grade

Triennial increments of good service salary were awarded to 1,515 teachers during the same period.

Number of teachers in the grades.

When the new scheme of salaries was introduced in 1900 we arranged with the Treasury that there should be three grades of national teachers, and that in the first grade there should be two sections. We also arranged that after conference with the Treasury we might from time to time alter

the number of places available for the promotion of deserving teachers should the exigencies of our system require it. This arrangement is embodied in rule 102 (*c*) of our code.

Owing to the number of men teachers who have qualified by service and efficiency for promotion to the first and second sections of the first grade since 1900 we anticipated that we should have to defer the promotion of many highly efficient principal teachers unless the numbers of available places in the first and second sections of first grade were at once increased. We accordingly entered into correspondence with the Treasury on the subject, calling attention to the urgent demand which had arisen for a reconsideration of the number of places available in the higher sections, and to the grave embarrassment that would ensue if the advancement of teachers who had satisfied the conditions of promotion were arrested.

We regret to say that our representations to the Treasury have been fruitless, and we have found it necessary to issue a circular to the managers and teachers of schools explaining our difficulties with regard to the promotion of teachers. We are satisfied that our recommendations to the Treasury on this matter would not have affected materially the stability of the general scheme of payments to national teachers, and we feel that so long as the limits of the money placed at our disposal by Parliament for primary education in Ireland are not exceeded we should not be restrained by Treasury regulations from making such promotions of teachers as we consider right in the interests of education.

Complaint is, at present, made of the long period of service which must necessarily be given before a teacher can reach the maximum salary for the first division of first grade, but if this period is to be further considerably lengthened while the teacher awaits the occurrence of vacancies in both sections of first grade, we foresee considerable difficulty in securing the services of efficient teachers for the schools.

Pensions.

We are of opinion that the regulations which determine the amounts of teachers' pensions require to be remodelled so as to provide more generous terms for teachers whom, in the interest of the public service, it may be considered expedient to retire. We are dissatisfied with the present pension scheme as a whole, but especially with the inadequate provision made for teachers obliged to retire

prematurely through causes beyond their control. The pensions at present provided for teachers of long service, when compelled to abandon their profession before the ages specified for voluntary retirement, are small and insufficient, and, as a remedy, we have proposed to the Treasury, that in the case of any teacher engaged in a National school, with twenty-five years' service, or over, who is obliged to retire owing to inefficiency, without moral fault, or to permanent incapacity for his position through ill-health, "added years," up to a maximum of ten, should be allowed, for the purpose of calculating the amount of the retiring allowance. This proposal, if adopted and embodied in the pension rules, would improve the scheme to some extent in regard to teachers of the class referred to, but, we are further of opinion that the time has come when an enquiry should be held into the entire working of the Teachers' Pension Act, with a view to its amendment.

It would appear, however, from a communication which has been recently received that it is not the intention of the Treasury to grant an enquiry into the working of the Act or to make any alteration in the scheme for providing pensions which would involve an increased charge on the public funds.

Irish.

We have to report to your Excellency that the encouragement given to the teaching of the Irish language in our schools by the improved scale of fees sanctioned in May, 1907, has already borne fruit. On the 31st December, 1906, instruction was given in Irish in 2,072 schools to 161,740 pupils, but on the 31st December, 1907, Irish was taught in 2,861 schools to 180,834 pupils. The number of National schools in which the bilingual programme was in operation, with the sanction of the Commissioners, increased from 36 schools in 1906-7 to 120 schools in 1907-8.

Since our last report we have appointed six organisers of instruction in Irish. In addition to visiting schools and giving model lessons according to the most approved methods of language teaching, these organizers have given Saturday lectures to the teachers of the schools in the neighbourhood in which for the time being they are engaged, and have also, in other directions, been of considerable assistance to our inspectors in promoting the study of Irish.

We stated in our last report that provision had been made for the recognition of the summer courses of training attended

by teachers in the colleges established for special training in Irish. Seven such colleges have already been recognised. The particulars will be found on page 41 of this report.

We now proceed to give Your Excellency detailed information under various heads.

School-houses and Teachers' Residences.

1. On the 31st December, 1907, there were 8,538 schools in operation, made up as follows :—

Ordinary Schools,	7,948
Convent, ,,	335
Monastery, ,,	53
Workhouse, ,,	129
Model, ,,	72
Fishery School,	1
Total,	8,538

2. Of these schools, 3,558 were vested schools; the remainder were non-vested. Vested schools.

The vested schools include (*a*) those vested in the Commissioners, and (*b*) those vested in trustees, under deeds to which the Commissioners are a party, for the purpose of being maintained as National Schools.

The vested schools were distributed according to Provinces as follows :—

Provinces.	Number of Vested Schools		
	Vested in Trustees.	Vested in the Commissioners.	Total.
Ulster,	563	317	880
Munster,	846	375	1,221
Leinster,	446	75	521
Connaught,	778	158	936
Total,	2,633	925	3,558

The non-vested schools include school-houses erected from funds locally provided, or, in a few instances, from loans available under the Act of 1884, 47 & 48 Vic., cap. 22, and schools formerly vested, the leases of which have expired. Non-vested Schools.

Number of grants to new schools.

3. The number of applications for aid to new schools considered in the twelve months to 31st December, 1907, was 8, and in these cases we made grants of salary and books.

Building Grants.

4. The erection and improvement of vested school premises are carried out under the direction of the Board of Public Works On the first of April, 1907, the amount for which that Board was liable in respect of grants already made by us and notified to them was £24,793 11*s.* 1*d.* In addition to this sum, we had made grants amounting to £12,932 12*s.* 4*d.*, which had not been ready for notification to the Board of Works. The total liabilities, therefore, on that date amounted to £37,726 3*s.* 5*d.*

The following statement shows the condition of the grants and liabilities on 1st April, 1908:—

	£ s. d.	£ s. d.
Unexpended Grants on 1st April, 1907, .	37,726 3 5	
Grants to build and improve School-houses, made in 1907–1908, . .	49,564 15 10	
		87,290 19 3
Deduct—		
(*a.*) Grants cancelled, not having been utilized, ...	28,860 15 8	
(*b.*) Deductions owing to omitted or defective works, . . .	103 8 10	
(*c.*) Instalments paid by Board of Works on account during year ended 31st March, 1908, . . .	4,544 10 2	
		33,508 14 8
Total liabilities on 1st April, 1908, .	—	53,782 4 7

The grants made by us during the year ended 31st March, 1908, were apportioned as follows:—

Erection of New Vested School-houses.			Enlargement of Existing Vested School-houses.			Other improvements to existing Vested School-houses.		Total.
No. of School-houses	No. of Pupils for which the New School-houses will afford Accommodation.	Amount of Grant.	No. of School-houses.	No. of Pupils for which Additional Accommodation will be provided.	Amount of Grant.	No. of School-houses.	Amount of Grant.	
		£ s. d.			£ s. d.		£ s. d.	£ s. d.
81	6,202	40,580 0 2	15	371	4,581 10 8	177	4,403 5 0	49,564 15 10

5. We also approved of applications to the Board of Works for loans, to the amount of £230, for building, enlarging or otherwise improving existing non-vested school-houses. Loans for improvement of schools.

We approved of loans in 47 cases to provide teachers residences, and in 3 cases to improve existing residences. The total amount of the loans approved was £11,859. Loans for Residences.

Since the year 1875, when the National School Teachers' Residences (Ireland) Act came into force, 1,723 applications for loans, and 76 applications for grants, have been approved by us. In a large percentage of cases, however, the Teachers are as yet unprovided with suitable residences.

On the 31st December, 1907, according to returns received from the managers, teachers' residences were connected with 2,289 ordinary schools. In 982 of these cases the residence was entirely free to the teacher; in the remaining 1,307 cases the teachers paid rent or taxes, or both. The estimated annual value of the free residences was £7,020 14*s.* 4*d.* Teachers' Residences.

6. According to the Returns furnished by the school managers the local expenditure on the schools was as follows:— Local aid towards building and repairing school-houses, school prizes, &c.

	£	*s.*	*d.*
New buildings or additions to existing schools	33,284	15	0
Repairs, painting, whitewashing, and improvement of school and furniture	28,233	11	0
Repayments of loans for the erection or improvement of the schools, payment of interest on loans and of insurance ...	5,462	18	7
Other expenditure	21,694	18	9
	88,676	3	4

In addition, the local aid to the salaries of the teaching staff amounted to £19,505 7*s.* 11*d.*, and £10,532 7*s.* 10*d.* was provided locally for prizes and premiums for the pupils.

Day Schools in Operation: Attendance.

7. On the 31st of December, 1907, we had 8,538 schools in operation. During the year 1907, 33 schools were brought into operation—viz., 18 vested in the Commissioners or in trustees, and the remainder non-vested. In 91 cases the grants were either suspended or withdrawn. Schools in operation.

Accommodation provided.

The accommodation afforded in the schools was sufficient for 745,124 pupils, allowing ten square feet of floor space for each pupil.

The classification of the schools (exclusive of Model, Convent, Monastery, and Workhouse schools) in respect of the number of rooms available for school purposes is as follows :—

Number of schools with only one room	5,606
,, ,, ,, two rooms, or a room and class-room	1,945
Number of schools with three or more rooms	397

Inoperative schools.

8. In addition to the schools in operation on the 31st December, 1907, 122 to which building grants had been made were not completely built, and 18 other schools were also inoperative for various reasons.

School fees.

9. From the returns we have received, it appears that, in 234 schools, fees amounting to £3,320 7*s.* 1*d.* were charged to pupils over 3 and under 15 years of age, and that all the other schools were free to such pupils. In 165 schools, fees amounting to £446 0*s.* 8*d.* were received from pupils over 15 years of age, and, in 197 schools, fees amounting to £2,180 15*s.* 8*d.* were paid by the pupils for instruction outside school hours in special subjects.

Pupils on the rolls.

10. (*a.*) The average number of pupils on the rolls of all the schools for the year was 732,460.

Average daily attendance.

(*b.*) The average daily attendance of pupils for the year was 485,979.

(*c.*) The per-centage of the average daily attendance of pupils to the average number on the Rolls was 66·3.

11. (*a.*) The average number of pupils over three and under fifteen years of age, the limits of age defined in the Act of 1892, sec. 18, sub-sec. (5), in daily attendance was 474,169. The total average attendance of those who were fifteen and above was 11,810, or 2·49 per cent. of the total number in average daily attendance.

Attendance for at least 75 days.

(*b.*) The number of pupils over six and under fourteen years of age who made at least 75 attendances in the six months ended 30th June, 1907, was 330,141; and the corresponding number for the six months ended 31st December, 1907, was 229,955.

12. The following table shows for the last eight years— (*a*) the number of national schools in operation, (*b*) the average number of pupils on the rolls, (*c*) the average daily attendance, and (*d*) the percentage of the latter to the average number on the rolls:— Attendance in each of eight years

Year.	Number of Schools in operation. (*a*)	Average number of pupils on Rolls (*b*)	Average daily Attendance. (*c*)	Per-centage of Average Daily Attendance to Average Number on Rolls. (*d*)
1900	8,684	770,622	478,224	62·0
1901	8,692	754 028	482,031	63·9
1902	8,712	747,864	487,098	65·1
1903	8,720	741,795	482,489	65·0
1904	8,710	736,545	483,897	65·7
1905	8,659	742,457	500,489	67·4
1906	8,602	739,009	493,558	66·8
1907	8,538	732,460	485,979	66·3

13. The total number of pupils on the rolls of national schools on the 31st December, 1907, was 675,471. Total number on rolls.

14. The religious denominations of these pupils were as follows:— Religious denominations.

500,275 or 74·0 per cent. were Roman Catholics.

82,313 or 12·2 ,, of the late Established Church

77,464 or 11·5 ,, Presbyterians.

8,946 or 1· ,, Methodists.

6,473 or 1·0 ,, of other Denominations.

15. The pupils on the rolls of our schools, on the 31st December, 1907, are here classified according to (*a*) ages; (*b*) attendances; and (*c*) standards.

(*a.*) AGES of the PUPILS.

——	Boys.	Girls.	Total.	Per-centage.
Over 3, but under 5 years of age .	25,319	27,971	53,290	7·9
5 years of age, but under 6 years of age	27,565	27,923	55,488	8·2
6 " " 7 "	34,252	33 923	68,175	10·1
7 " " 9 "	72,906	71,834	144,740	21·4
9 " " 11 "	71,348	72,416	143,764	21·3
11 " " 14 "	81,193	87,391	168,584	24·9
14 " " 15 "	10,803	13,251	24,054	3·6
15 " " 16 "	3,909	6,032	9,941	1·5
16 years of age, and above . .	2,338	5,097	7,435	1·1
Total . .	329 633	345,838	675,471	100·

(*b.*) ATTENDANCES of the PUPILS.

——	Boys.	Girls.	Total.	Per-centage.
Under 50 attendances, .	32,998	30,663	63,661	9·4
50, but under 75 attendances .	28,798	28,536	57,334	8·5
75, " 100 " .	36,605	36,353	72,958	10·8
100, " 125 " .	44,236	45,562	89,798	13·3
125, " 150 " .	54,451	57,396	111,847	16·6
150, " 175 " .	60,877	67,040	127,917	18 9
175, " 200 " .	55,905	61,551	117,456	17·4
200 attendances, and above .	15,763	18,737	34,500	5·1
Total, .	329,633	345,838	675,471	100·

(*c.*) CLASSIFICATION of the PUPILS according to Standards.

——	Boys.	Girls.	Total.	Per-centage.
1st Standard (including Infants) .	147,858	143,114	290,972	43·1
2nd " . . .	44,487	46,585	91,072	13·5
3rd " . . .	43,266	46,124	89,390	13·2
4th " . . .	36,281	39,281	75,562	11·2
5th " . . .	32,371	36,891	69,262	10·3
6th " . . .	18,702	22,713	41,415	6 1
7th and 8th Standards . .	6,668	11,130	17,798	2·6
Total .	329,633	345,838	675,471	100·

Schools attended by both Roman Catholic *and* Protestant Children.

16. The following tables show, according to provinces, the number of Roman Catholic *and* Protestant pupils on the rolls of 2,580 schools, attended by both denominations, and the percentage of each denomination:—

(*a.*) Roman Catholic *and* Protestant Pupils in Schools under Roman Catholic Teachers exclusively.

Provinces.	Number of Schools.	Number of Pupils.		
		Roman Catholic.	Protestant.	Total.
Ulster . .	581	33,561	3,647	37,208
Percentage .		90·2	9·8	100
Munster . .	441	37·677	1,222	38,899
Percentage .		96·9	3·1	100
Leinster . . .	434	31,922	1,326	33,248
Percentage		96 0	4·0	100
Connaught . .	315	22·710	983	23,693
Percentage		95·9	4·1	100
Total, . .	1,771	125,870	7,178	133,048
Percentage .		94·6	5·4	100

(*b.*) Roman Catholic *and* Protestant Pupils in Schools under Protestant Teachers exclusively.

Provinces.	Number of Schools.	Number of Pupils.		
		Roman Catholic.	Protestant.	Total.
Ulster . . .	649	3,924	42,861	46,785
Percentage .		8·4	91·6	100
Munster . . .	33	114	1,373	1,487
Percentage .		7·7	92·3	100
Leinster . . .	70	252	4,435	4,687
Percentage .		5·4	94·6	100
Connaught . .	11	76	313	389
Percentage .		19·5	80·5	100
Total . .	763	4,366	48,982	53,348
Percentage .		8·2	91·8	100

(*c.*) Roman Catholic *and* Protestant Pupils in Schools under Roman Catholic and Protestant Teachers conjointly.

Provinces.	Number of Schools.	Number of Pupils.		
		Roman Catholic.	Protestant.	Total.
Ulster,	28	1,154	1,804	2,958
Percentage,		39	61	100
Munster,	6	236	277	513
Percentage,		46	54	100
Leinster,	12	1,906	279	2,185
Percentage,		87·2	12·8	100
Connaught,	—	—	—	—
Percentage,		—	—	—
Total	46	3,296	2,360	5,656
Percentage		58·3	41·7	100

(*d.*) Summary of the foregoing tables (*a*), (*b*), (*c*), showing the Numbers of Pupils in Schools attended by both Roman Catholic and Protestant Pupils.

Number of Schools.	Number of Pupils.		
	Roman Catholic.	Protestant.	Total.
2,580	133,532	58,520	192,052
Percentages	69·5	30·5	100

Schools attended by Roman Catholic *or* by Protestant Children exclusively.

17. The following table shows, according to provinces, the number of Roman Catholic and Protestant pupils on the rolls of 5,951 schools attended *solely* by either Roman Catholics or Protestants.

Provinces.	(*a.*) Under Roman Catholic Teachers exclusively.		(*b.*) Under Protestant Teachers exclusively.						Total.	
	Schools.	Pupils (all R.C.).	Schools.	Pupils.					Schools.	Pupils.
				E.C.	Pres.	Meth.	Others.	Total		
Ulster,	805	66,332	1,124	38,532	50,749	5,850	3,800	98,931	1,929	165,263
Munster,	1,475	122,143	114	3,403	191	254	79	3,927	1,589	126,070
Leinster,	1,013	99,226	242	9,506	673	432	460	11,071	1,255	110,297
Connaught,	1,096	78,772	82	2,020	233	131	18	2,402	1,178	81,174
Total,	4,389	366,473	1,562	53,461	51,846	6,667	4,357	116,331	5,951	482,804

18. Of the pupils on the rolls of the 8,531 schools dealt with in these returns, 192,052, or 28·5 per cent., were in schools attended by both Roman Catholic *and* Protestant children, and 482,804, or 71·5 per cent., in schools attended *solely* by Roman Catholics or *solely* by Protestants.

19. The percentage of schools having Roman Catholic *and* Protestant pupils in attendance in each quinquennial period from 1882 to 1907, was as follows:—

Provinces.	1882.	1887.	1892.	1897.	1902.	1907.
Ulster, . .	73·7	65·7	60·5	50·4	44·4	39·5
Munster, .	37·7	35·3	33·0	29·7	26·5	23·2
Leinster, .	47·1	45·9	42·2	34·4	32·2	29·1
Connaught, .	42·5	38·4	35·4	29·5	25·9	21·7
All Ireland,	54·0	49·4	45·6	38·4	34·3	30·2

20. The percentage of schools having an attendance composed either *solely* of Roman Catholic pupils or *solely* of Protestant pupils, for each quinquennial period from 1882 to 1907, was as follows:—

Provinces.	1882.	1887.	1892.	1897.	1902.	1907.
Ulster, . .	26·3	34·3	39·5	49·6	55·6	60·5
Munster, .	62·3	64·7	67·0	70·3	73·5	76·8
Leinster, .	52·9	54·1	57·8	65·6	67·8	70·9
Connaught, .	57·5	61·6	64·6	70·5	74·1	78·3
All Ireland,	46·0	50·6	54·4	61·6	65·7	69·8

21. Classification of the Schools in operation on 31st December, 1907 (except Poor Law Union and Industrial Schools, which are excluded from this Return).

Average Daily Attendance in 1907.	With Boys only on the rolls.				With Girls only on the rolls.	With Girls and Boys under 7 years of age on the rolls.	With Boys and Girls on the rolls.				Total Number of Schools.
	Under Men Teachers only.	Under a Master and Assistant Mistress, or Junior Assistant Mistress	Under a Master and a Mixed Staff.	Under Women Teachers only.	All under Women Teachers.	Under Women Teachers only.	Under Men Teachers only.	Under Women Teachers only.	Under a Master and Assistant Mistress or Workmistress.	Under a Master and Mixed Staff of Men and Women.	
Under 10, . .	—	—	—	—	—	—	—	6	—	—	6
10 and under 20,	36	—	—	—	5	2	81	359	7	—	490
20 „ „ 30,	326	1	—	—	176	27	219	587	221	—	1,557
30 „ „ 35,	179	24	—	—	114	16	43	189	206	—	801
35 „ „ 40,	101	111	—	—	207	26	24	224	306	—	999
40 „ „ 45,	77	97	—	—	121	16	13	126	199	—	649
45 „ „ 50,	70	44	—	—	110	15	4	95	197	—	535
50 „ „ 55,	134	23	—	—	152	17	2	114	293	—	740
55 „ „ 60,	107	17	—	2	97	12	2	66	199	—	502
60 „ „ 65,	86	6	—	3	77	11	1	55	137	—	376
65 „ „ 70,	58	6	—	—	53	3	—	51	84	—	255
70 „ „ 75,	36	4	—	1	34	4	—	29	72	—	180
75 „ „ 80,	22	2	—	—	22	2	—	12	43	—	103
80 „ „ 85,	24	2	—	1	21	—	—	10	35	—	93
85 „ „ 90,	24	—	—	—	11	2	—	16	32	4	89
90 „ „ 95,	21	—	1	1	11	1	—	17	18	8	78
95 „ „ 100,	25	—	3	—	19	4	—	33	40	8	132
100 „ „ 105,	25	—	4	3	8	—	—	22	26	7	89
105 „ „ 110,	17	1	—	—	7	—	—	14	14	1	54
110 „ „ 115,	15	—	1	1	3	1	—	11	12	2	46
115 „ „ 120,	9	—	2	—	9	2	—	9	11	3	45
120 „ „ 130,	9	—	1	—	9	4	—	12	11	2	48
130 „ „ 140,	6	—	1	3	8	3	—	24	9	4	58
140 „ „ 150,	6	—	1	4	17	—	—	19	13	10	70
150 „ „ 160,	7	—	3	—	4	1	—	17	8	6	46
160 „ „ 170,	3	—	1	—	3	1	—	11	4	3	26
170 „ „ 180,	3	—	—	1	4	1	—	14	4	2	29
180 „ „ 190,	7	—	2	—	5	3	—	10	7	5	39
190 „ „ 200,	12	—	—	—	3	1	—	16	—	2	34
200 „ „ 220,	11	—	—	1	2	1	—	16	4	4	39
220 „ „ 240,	4	—	—	1	6	2	—	19	4	2	38
240 „ „ 250,	—	—	1	1	—	—	—	6	1	3	11
250 „ „ 275,	4	—	—	—	4	—	—	14	3	4	29
275 „ „ 300,	1	—	1	1	3	1	—	10	1	7	25
300 „ „ 350,	3	—	2	—	2	4	—	18	2	5	36
350 „ „ 375,	1	—	1	—	—	—	—	7	—	—	9
375 „ „ 400,	—	—	—	—	1	1	—	5	—	2	9
400 „ „ 500,	2	—	1	—	4	—	—	12	—	—	19
500 and above, .	—	—	—	1	3	—	—	18	—	2	24
Total, .	1,471	343	26	25	1,365	184	389	2,292	2,217	96	8,408

22. Convent Schools paid by capitation rates included in the preceding return are here separately classified.

Average Attendance.	Number of Schools.				
	With Boys only on the rolls.	With Girls and Boys under 7 on the rolls.	With Girls only on the rolls.	With Girls and Boys on the rolls.	Total.
Under 10 . .	–	–	–	–	–
10 and under 20	–	–	–	–	–
20 ,, ,, 30	–	–	–	–	–
30 ,, ,, 35	–	–	–	–	–
35 ,, ,, 40	–	–	1	3	4
40 ,, ,, 45	–	–	1	1	2
45 ,, ,, 50	–	–	3	1	4
50 ,, ,, 55	–	1	1	–	2
55 ,, ,, 60	–	–	1	2	3
60 ,, ,, 65	1	–	2	1	4
65 ,, ,, 70	–	2	1	3	6
70 ,, ,, 75	–	–	1	4	5
75 ,, ,, 80	–	1	4	2	7
80 ,, ,, 85	–	–	1	1	2
85 ,, ,, 90	–	1	3	6	10
90 ,, ,, 95	–	–	6	2	8
95 ,, ,, 100	–	1	–	4	5
100 ,, ,, 105	–	–	2	5	7
105 ,, ,, 110	–	–	–	6	6
110 ,, ,, 115	1	–	2	4	7
115 ,, ,, 120	–	–	1	5	6
120 ,, ,, 130	–	4	4	5	13
130 ,, ,, 140	3	3	1	10	17
140 ,, ,, 150	2	–	3	6	11
150 ,, ,, 160	–	–	2	5	7
160 ,, ,, 170	–	–	–	7	7
170 ,, ,, 180	1	–	3	12	16
180 ,, ,, 190	–	2	2	5	9
190 ,, ,, 200	–	1	1	9	11
200 ,, ,, 220	–	1	–	12	13
220 ,, ,, 240	–	2	3	13	18
240 ,, ,, 250	–	–	–	4	4
250 ,, ,, 275	–	–	3	11	14
275 ,, ,, 300	–	1	–	7	8
300 ,, ,, 350	–	4	1	13	18
350 ,, ,, 375	–	–	–	7	7
375 ,, ,, 400	–	1	1	5	7
400 ,, ,, 500	–	–	4	11	15
500 and above, .	1	–	3	18	22
Total, .	9	25	61	210	305

There were also two Monastery Schools receiving payment at capitation rates, with an average attendance of 316 and 423 pupils respectively

23. In connection with the foregoing tables it may be pointed out that there are 2,380 schools, under women teachers exclusively, with boys over seven years of age on the rolls. 767 of these schools have boys over 14 years of age on the rolls, and 1,693 have boys over 11 years of age on the rolls.

There are 1,759 schools, under men teachers exclusively, with pupils under seven years of age on the rolls.

Religion of Managers of Schools

24. The religious denominations of the managers of the schools (exclusive of Model schools and Workhouse schools), on 31st December, 1907, were as follows:—

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.
Roman Catholic, . .	1,307	5,709	136	173	1,443	5,882
Late Established Church,	713	1,063	242	345	955	1,408
Presbyterian, . . .	379	663	175	222	554	885
Methodist, . . .	52	77	17	17	69	94
Other Denominations, .	4	10	32	38	36	48
Total, . . .	2,455	7,522	602	795	3,057	8,317

In addition to these schools there are ten under the joint management of Roman Catholics and Protestants, and ten schools under E. C. and Presbyterian joint management.

Model Schools.

25. The number of Model school establishments in operation at the end of the year was 30. These contain 72 separate departments, each in operation with its own distinct staff and organization.

The average number of pupils on the rolls of the Model schools for the year was 9,186.

The average daily attendance of pupils at these schools for the year was 6,803.

The per-centage of the average daily attendance of day pupils for the year to the average number on the rolls was 74·1.

The staff of the Model schools on the 31st December, 1907, consisted of 72 principal teachers, 125 assistant teachers, 6 teachers of special subjects, 72 monitors and 89 pupil-teachers (35 boys and 54 girls), appointed under old rules, 33 pupil teachers appointed under the new regulations, and 2 junior assistant mistresses.

[Table.

Model Schools.

26. The following table shows (*a*) the religious denominations of the pupils on the rolls of the several Model schools on the 31st December, 1907; (*b*) the average number on the rolls; and (*c*) the average daily attendance:—

Model Schools.	(*a*) Pupils on Rolls on last day of year.						(*b*) Average number on Rolls.	(*c*) Average Daily Attendance.
	R.C.	E.C.	Pres.	Meth.	Others.	Total.		
Central Dublin ...	628	130	22	7	6	793	829	633
West Dublin ...	581	10	–	–	–	591	606	442
Inchicore	447	55	–	–	1	503	507	349
Glasnevin	120	4	1	–	–	125	129	94
Athy	–	34	11	16	–	61	71	51
Bailieborough ...	–	89	31	14	–	134	133	98
Ballymena	–	58	276	9	46	389	397	298
Ballymoney ...	2	27	340	–	1	370	374	286
Belfast ...	9	370	527	96	59	1,061	1,167	844
Carrickfergus ...	–	61	134	26	39	260	298	217
Clonmel ...	17	43	4	3	5	72	76	53
Coleraine	10	35	180	5	9	239	259	192
Cork	216	96	9	20	13	354	361	272
Dunmanway ...	5	69	–	24	–	98	104	73
Enniscorthy... ...	1	95	8	6	2	112	112	83
Enniskillen	3	118	24	42	–	187	203	142
Galway	1	64	23	9	–	94	103	80
Kilkenny	–	72	6	1	2	81	88	65
Limerick	9	77	17	17	19	139	185	125
Londonderry ...	–	188	342	28	25	583	604	481
Lurgan	9	139	89	49	31	317	359	270
Monaghan	6	126	108	–	1	241	259	183
Newry	9	102	159	10	14	294	328	240
Newtownards ...	1	65	323	32	17	438	441	350
Newtownstewart ...	–	91	61	7	–	159	173	136
Omagh	–	184	128	21	–	333	384	273
Parsonstown ...	7	75	12	6	–	100	105	79
Sligo	–	123	77	14	4	223	234	186
Trim	137	4	–	–	–	141	165	113
Waterford	13	65	19	25	10	132	132	95
Total	2,231	2,671	2,931	487	304	8,624	9,186	6,803
Percentages ...	25·9	31·0	34·0	5·6	3·5	100·0	74·1	
	Percentage to total on Rolls.						Percentage of average attendance to average on Rolls.	

27. The following table shows the expenditure on the Model schools in the financial year ended 31st March, 1908.

(The expenditure by the Board of Public Works on repairs, &c., is not included.)

School.	Expenditure from State Grants.		Expenditure from Local Sources.	Total.
	General Expenditure, *i.e.* Rents, Petty Expenses, etc.	Salaries and Allowances to Teaching Staff.	School Fees to Teachers.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Central	325 19 5	3,169 5 7	133 7 0	3,628 12 0
West Dublin ...	149 12 3	1,417 10 9	72 13 11	1,639 16 11
Glasnevin	100 7 3	331 14 10	19 5 2	451 7 3
Inchicore	58 16 11	1,180 19 2	107 10 9	1,347 6 10
Athy	72 1 9	285 6 2	15 17 8	373 5 7
Bailieboro'	104 7 4	278 15 1	29 6 7	412 9 0
Ballymena	101 5 7	1,078 15 6	55 11 6	1,235 12 7
Ballymoney... ...	42 6 10	1,094 11 7	52 18 11	1,189 17 4
Belfast	621 17 5	3,844 7 5	135 18 3	4,602 3 1
Carrickfergus ...	63 5 9	955 18 3	61 19 0	1,081 3 0
Clonmel	98 4 0	335 2 11	38 5 2	471 12 1
Coleraine	120 11 9	835 13 11	52 7 1	1,008 12 9
Cork	411 6 9	1,466 2 7	63 14 3	1,941 3 7
Dunmanway ...	94 18 5	234 13 11	61 3 6	390 15 10
Enniscorthy ...	61 0 7	321 14 11	31 3 6	413 19 0
Enniskillen	171 12 11	568 2 2	47 1 2	786 16 3
Galway	123 10 10	309 8 9	54 0 8	487 0 3
Kilkenny	114 19 9	250 5 10	15 17 8	381 3 3
Limerick	155 19 6	774 17 2	44 0 3	974 16 11
Londonderry ...	226 19 6	1,567 15 7	77 13 0	1,872 8 1
Lurgan	98 15 3	973 11 7	52 18 11	1,125 5 9
Monaghan	66 14 1	1,003 11 2	82 9 11	1,152 15 2
Newry	119 10 11	1,217 17 1	58 4 10	1,395 12 10
Newtownards ...	166 7 6	1,182 5 8	61 15 3	1,410 8 5
Newtownstewart ...	49 11 0	650 13 5	37 1 2	737 5 7
Omagh	88 3 4	1,098 2 10	69 3 1	1,255 9 3
Parsonstown ...	46 10 4	407 5 8	35 6 8	489 2 8
Sligo	176 5 10	802 15 10	87 13 0	1,066 14 8
Trim	111 7 0	507 7 4	21 3 7	639 17 11
Waterford	161 6 2	504 4 0	41 15 4	707 5 6
Total ...	4,303 15 11	28,648 16 8	1,717 6 9	34,669 19 4

Total Expenditure on the Model schools	£34,669 19 4
Deduct school fees paid to the Teachers	1,717 6 9
Net expenditure on the Model schools out of the Education vote *	£32,952 12 7
Total Payments to the Teaching Staff—	
From vote for Primary Education, { Day Schools ...	£28,580 0 3
From vote for Primary Education, { Evening Schools ...	68 16 5
School Fees	1,717 6 9
Total	£30,366 3 5

* In this sum is included the expenditure for pupil teachers out of the vote for the financial year ended 31st March, 1908, amounting to £4,335 2*s* 8*d*., exclusive of rents of residences, wages of matrons, payments to doctors, wages and board of servants, &c.

Convent and Monastery Schools.

28. The numbers of these schools, and the attendances, for the year, were as follows:—

Class of School.	Paid solely by Capitation.		
	Number of Schools.	Average Number of Pupils on Rolls.	Average Daily Attendance.
Convent, .	305	96,509	68,824
Monastery, .	2	1,112	739
Total, .	307	97,621	69,563

Class of School.	Paid by Personal Salaries, &c.		
	Number of Schools.	Average Number of Pupils on Rolls.	Average Daily Attendance.
Convent, .	30	6,147	4,317
Monastery, .	51	9,065	6,483
Total, .	81	15,212	10,800

The teaching power in some convent schools is partly made up of lay assistants—360 in number—who, though not paid directly by us, are recognised under special conditions, and are granted valuable privileges in the matter of service, training, etc. Lay assistants.

The average number of pupils on the rolls of the convent and monastery national schools for the year was 112,833.

The average daily attendance at these schools for the year was 80,363.

The percentage of the average daily attendance of pupils to the average number on the rolls was 71·2.

Workhouse Schools.

29. The number of workhouse schools in connexion with our Board on 31st December, 1907, was 133, of which 129 were in operation.

The average number of pupils on the rolls of these workhouse schools during the year was 3,895, the total average daily attendance of pupils for the year was 3,213, and the average daily attendance of pupils of 3 to 15 years of age was 3,199.

ELEMENTARY EVENING SCHOOLS.

30. During the session 1907–1908, 435 Elementary Evening Schools were in operation.

Detailed statistics in regard to these schools appear in the Appendix to this Report.

The subjects taught in these schools were as follows :—

Subject.	Number of Schools.	Subject.	Number of Schools.
English, ...	435	Geography, ...	23
Arithmetic, ...	430	Shorthand and Typewriting,	11
History, ...	243	Cookery, ...	21
Irish, ...	201	French, ...	5
Advanced Arithmetic and Algebra.	61	Practical Geometry, ...	1
Bookkeeping, ...	203	Agriculture, ...	2
Geometry and Mensuration,...	49	Model Drawing, ...	2
Singing, ...	17	Latin, ...	3
Needlework, ...	29	Mechanics, ...	1
Dressmaking, ...	2	Painting, ...	1
Hygiene (Health and Habits),	118	Elocution, ...	2
Drawing, ...	8	Drill, ...	1
Elementary Science, ...	7	Astronomy, ...	1
Geometrical Drawing, ...	17	Trig nometry, ...	1
		Citizenship, ...	1

During the financial year payments amounting to £8,962 9*s.* 3*d.* were made to the Evening Schools.

INDUSTRIAL SCHOOLS.

31. In 29 National Schools, pupils of Industrial Schools (certified under the Industrial Schools Act) were in attendance. The number of these pupils on the rolls on the last day of the year was 274 boys and 1,474 girls—total, 1,748; and the average daily attendance was for pupils of all ages, 1,711, and for those of 3 to 15 years of age, 1,611. The industrial pupils attending school are instructed in the same manner as the ordinary day pupils; but payment for their instruction is not made by us, but by the Industrial Schools Department.

Teaching Power.

32. The teachers in our service on 31st December, 1907, receiving personal salaries were as follows :—

Principals.		Assistants.		Total.	Junior Assistant Mistresses.	Work-mistresses
Men.	Women.	Men.	Women.			
4,547	3,554	1,220	3,384	12,705	1,845	221
8,101		4,604				
Gross Total, . . . 14,771						

There were also in the service 5 temporary assistants (1 man and 4 women), 6 junior literary assistants, and 51 industrial teachers.

New Teachers.

33. During the year ended 31st December, 1907, there were 531 persons appointed for the first time as principal or assistant teachers. Of these 361 had been trained in Training colleges and 170 were not so trained.

ANTECEDENTS OF NEW PRINCIPAL AND ASSISTANT TEACHERS.

	Principals.			Assistants.			Gross Total.
	Men.	Women.	Total.	Men.	Women.	Total.	
I—TEACHERS TRAINED IN A TRAINING COLLEGE. *College.*							
"Marlborough-street,"	12	22	34	13	31	44	78
"St. Patrick's,"	14	-	14	33	-	33	47
"Our Lady of Mercy,"	-	20	20	-	49	49	69
"Church of Ireland,"	12	28	40	1	14	15	55
"De la Salle,"	12	-	12	35	-	35	47
"St. Mary's," Belfast,	-	12	12	-	20	20	32
"Mary Immaculate,"	-	10	10	-	22	22	32
An English or Scotch Training College,	-	-	-	-	1	1	1
Total Trained,	50	92	142	82	137	219	361
II.—TEACHERS NOT TRAINED IN A TRAINING COLLEGE.							
Served as Pupil Teachers or Monitors,	5	9	14	18	107	125	139
Served as Lay Assistants,	-	-	-	-	7	7	7
" Junior Assistant Mistresses,	-	-	-	-	13	13	13
Teachers certificated under English or Scotch Department, but who had not been trained in a Training College,	-	2	2	-	1	1	3
Monks (Rule 93),	-	-	-	6	-	6	6
Other Teachers,	-	-	-	-	2	2	2
Total,	5	11	16	24	130	154	170
Total new Teachers,	55	103	158	106	267	373	531

Special facilities are afforded to university graduates to enter our service as teachers, either directly as Assistants or through the Training Colleges.

Teachers who died or retired from the service.

34. During the year 55 teachers died and 345 others left the service. The causes of retirement, so far as they can be ascertained, are given in the following table:—

Cause of Retirement.	Men.		Women.		Totals.		
	Principals.	Assistants.	Principals.	Assistants.	Principals.	Assistants.	Totals.
1. Pensioned, Disablement Pension or Gratuity,	54	1	65	18	119	19	138
	6	-	4	5	10	5	15
2. Death,	23	1	20	11	43	12	55
3. Ill-health,	4	3	1	4	5	7	12
4. Married,	-	-	16	38	16	38	54
5. Emigrated,	12	10	8	9	20	19	39
6 Change of profession,	10	6	8	4	18	10	28
7. To teach in England or Scotland	6	5	9	4	15	9	24
8. To teach under other organisations,	2	5	-	1	2	6	8
9. Dismissed by the Manager or by the Commissioners,	4	-	-	-	4	-	4
10. Not known,	5	3	10	5	15	8	23
Totals,	126	34	141	99	267	133	400

Monitors.

Monitors and Pupil Teachers.

35. In the service on the 31st December, 1907:—

(*a*) Monitors.

Date of Appointment.	Old Class.		New Class.	
	Boys.	Girls.	Boys.	Girls.
1st July, 1903, .	97	319	–	–
Do., 1904, .	132	496	–	–
Do., 1905, .	82	389	–	–
Do., 1906, .	67	234	49	190
Do., 1907, .	28	119	84	359
Totals, .	406	1,557	133	549

(*b*) Pupil Teachers.

Date of Appointment.	Old Class. (In Model Schools only)		New Class.	
	Boys	Girls.	Boys.	Girls.
1st August, 1906, .	35	54	–	–
1st September, 1906,	–	–	11	7
1st September, 1907,	–	–	20	47

Annual Examinations.

36. Pupil teachers in their first year of service, monitors of fifth year, candidates for admission to the Training colleges, provisionally recognised candidates for appointment as junior assistant mistresses, and some few provisionally recognised teachers seeking Third Grade certificates, are examined in April.

King's scholars in training, and other teachers seeking Certificates of competency to teach extra branches, are examined in the month of July.

In 1907 there were in all 4,529 persons examined in the various courses, viz.:—3,194 at Easter, and 1,335 in July.

The following is a summary of the persons examined in 1907 :—

Candidate Junior Assistant Mistresses, .	792
Fifth-year Monitors, first year Pupil Teachers, Provisionally recognised Teachers, and Candidates for Training, ...	2,402
Two-year King's Scholars at the end of their first year of Training, ...	564
One-year and two-year King's Scholars at the end of their course of Training, ...	620
Other Teachers examined for Certificates of competency to teach extra subjects, ...	151
Total, . .	4,529

The following were examined at Easter, 1908 :—

Candidate Junior Assistant Mistresses, . . .	429
Third-year Monitors in Co. Kerry (for Reid Prizes), .	10
Monitors and Pupil Teachers in their final year, provisionally recognised Teachers and Candidates for Training, ...	2,102
Total, . .	2,541

The questions set at the 1907 and 1908 examinations, and a summary of the answering, will be found in the Appendix to this Report, Section III.

Teachers' Pensions and Gratuities.

Pensions, &c., to Teachers.

37. Pensions granted in 1907 :—

	Men.		Women.	
	No.	Total amount	No.	Total amount
For ill health ...	8	55	12	51
On voluntary retirement ...	25	897	34	811
On compulsory retirement	26	1,229	57	2,065
Pensions payable on 31st December, 1907 ...	961	37,131	1,099	31,345

The number of Teachers paying premiums in the various classes on 31st December, 1907, was :—

	Class.				Class.		
Men,	.	1^1	. 150	Women	.	1^1	. 130
,,	.	1^2	. 1,388	,,	.	1^2	. 872
,,	.	2	. 1,819	,,	.	2	. 1,486
,,	.	3	. 2,375	,,		3	. 4,338
Total,			. 5,732	Total,			. 6,826

Balance Sheet of Teachers Pension Fund.

38. The following statement relative to the Pension Fund has been furnished to us by the Teachers' Pension Office:—

The Income and Expenditure of the Pension Fund during the year 1907 were as follows:—

	£ s. d.	£ s. d.
INCOME:—		
Two half-year's Interest on £1,300,000,	39,000 0 0	
Interest on Stock,	27,253 11 0	
Premiums paid by Teachers,	24,956 0 2	
Vote in aid,†	18,000 0 0	
		109,209 11 2
EXPENDITURE:—		
Pensions paid to Teachers,	68,054 9 3	
Premiums refunded,	5,758 5 2	
		73,812 14 5
Surplus of Income over Expenditure,		35,396 16 9
Amount realised by sale of £15,500 0*s.* 0*d.* Stock,		15,500 0 0
Cash Balance on 1st January, 1907,		2,107 10 0
		53,004 6 9
Sum invested in purchase of £55,488 8*s.* 8*d.* Stock,		52,253 11 0
Cash Balance on 31st December, 1907,		750 15 9

The invested Capital of the Fund stood thus:—

	£ s. d.	£ s. d.
1st January, 1907, Debt of the Church Temporalities Fund,		1,300,000 0 0
Stock in hand,	£1,009,659 8 9	
Stock bought in 1907,	55,488 8 8	
	1,065,147 17 5	
Stock sold in 1907,	15,500 0 0	
In hand 31st December, 1907,	£1,049,647 17 5	
		£1,300,000 0 0

† NOTE.—The sum of £18,000 0*s.* 0*d.* in aid of the Teachers' Pension Fund was paid over by us within the year to the Fund.

Expenditure on the Schools and the Teaching Staffs for the Year 1907.

39. As far as we have been able to ascertain the expenditure on the Schools and the payments to the teaching staffs, from all sources amounted to **£1,410,449 4*s.* 3*d.***, as shown in the following table. This would give an average of £2 18*s.* 8*d.* for each child in average daily attendance during the year.

(a) From State Grants:—

	£ s. d.	£ s. d.	£ s. d.
I. From the grant for Primary Education and from the Ireland Development Fund:—			
Payments to the teachers ...	£1,263,826 0 7		
Retiring gratuities ...	702 9 3		
Central Model Schools–School requisites	5 1 11		
Central Model Schools–Charing and Petty expenses ...	307 18 1		
Other Model Schools–School requisites	48 4 2		
Other Model Schools—Rents and Petty expenses ...	3,659 15 5		
Incidental expenses of schools (rents, &c.)	23 10 7		
Free Stocks of school requisites to ordinary schools ...	278 3 9		
Equipment grants ...	827 6 3		
Moieties of rent charge on teachers' residence ...	6,076 12 11		
		1,275,755 2 11	
II. From the vote for the Board of Public Works:—			
Expenditure on building new schools, and the enlargement, improvement, and repair of existing vested schools ...	—	15,980 12 3	
Total from State Grants	—	—	1,291,735 15 2
(b) From Local sources:—			
Payments to the teachers (see p. 15 & 47)	—	19,505 7 11	
New buildings, structural improvements, repairs, painting, &c., and school furniture	—	61,518 6 0	
Other expenditure (see p. 15)	—	37,690 5 2	
Total from Local sources	—		118,713 19 1
Total expenditure on the schools and teaching staffs			1,410,449 4 3
Rate per pupil from (*a*) State Grants			2 13 9
Rate per pupil from (*b*) Local Sources			0 4 11
Rate per pupil from all Sources, ...			2 18 8

40. Expenditure from State Grants on Primary Education in Ireland, from 1899-1900 to 1907-8.

Year.	Expenditure.				Rate per Pupil in average attendance (The pupils in Workhouse and Industrial Schools are excluded).
	From the Vote for Primary Education.	From Ireland Development Fund.	From the Vote for the Board of Public Works.	Total.	
	£	£	£	£	£ s. d.
1899–1900,	1,209,993	–	46,127	1,256,120	2 9 6
1900–1901,	1,287,943	–	49,486	1,337,429	2 16 7
1901–1902,	1,305,290	–	39,922	1,345,212	2 16 5
1902–1903,	1,333,277	–	44,223	1,377,500	2 17 2
1903–1904,	1,375,873	–	25,304	1,401,177	2 18 8½
1904–1905,	1,389,611	16,779	31,114	1,437,504	3 0 0
1905–1906,	1,390,833	36,265	39,165	1,466,263	2 19 2
1906–1907,	1,381,829	45,914	24,430	1,452,173	2 19 5½
1907–1908,	1,391,981*	60,467	15,981	1,468,429*	3 1 1

41. The amounts paid by the State in the financial year 1907–1908 to the Teaching Staffs of the *principal classes* of day National schools were as follows:—

Class of Schools (Excluding Poor Law Union and Industrial Schools).	No. of Schools.	Average daily attendance.	Total State Aid to Teaching Staff.	Average payment per pupil in average daily attendance.
			£ s. d.	£ s. d.
1. Ordinary schools, . .	7,948	393,772	1,061,453 0 0	2 13 11
2. Model schools, . . .	72	6,803	28,580 0 0	4 4 0
3. Convent and Monastery schools (Personal Salaries, &c.)	81	10,800	25,451 0 0	2 7 1½
4. Convent and Monastery schools (Capitation).	307	69,563	140,082 0 0	2 0 3
Total, . .	8,408	480,938	1,255,566 0 0*	2 12 3

* See note on next page.

42. RATES OF SALARY from STATE SOURCES alone (exclusive of the Annual Capitation Grant, grants for Special Subjects, and fees for Evening School Instruction) for the PRINCIPAL and ASSISTANT TEACHERS in the Service, on the 31st December, 1907.*

Rate of Salary.	MEN.		Rate of Salary.	WOMEN.	
	Principals.	Assistants.		Principals.	Assistants.
Under £56 ...	19	–	Under £44 ...	5	–
£56 but under £63	487	471	£44 but under £51	735	1,027
£63 „ £70	546	232	£51 „ £58	460	679
£70 „ £77	432	180	£58 „ £65	326	752
£77 „ £87	707	300	£65 „ £73	492	871
£87 „ £97	469	4	£73 „ £81	280	20
£97 „ £107	516	2	£81 „ £89	319	5
£107 „ £117	613	1	£89 „ £97	401	7
£117 „ £127	157	6	£97 „ £105	101	3
£127 „ £139	288	8	£105 „ £114	211	10
£139 „ £151	76	6	£114 „ £123	57	6
£151 „ £163	64	8	£123 „ £132	47	2
£163 „ £175	61	2	£132 „ £141	39	2
£175 „ £200	90	–	£141 „ £150	63	–
£200 „ £250	19	–	£150 „ £200	16	–
£250 and above ...	3	–	£200 and above ...	2	–
Totals ...	4,547	1,220	Totals ...	3,554	3,384
	5,767			6,938	

* The annual Capitation Grant is about 5*s.* per unit of the average attendance.

NOTE.—A sum of £114,000 has been voted recently by Parliament in augmentation of the salaries of the teachers.

43. Classification of Schools inspected during the year 1907.

—	Excellent.	Very Good.	Good.	Fair.	Middling.	Bad.	Total.
Number of Schools	276	1,581	3,424	2,463	427	24	8,195
Percentage .	3·4	19·3	41·8	30·0	5·2	0·3	–

44. Training Colleges.

Name of College.	Manager.	Date from which recognised.	Number of King's Scholars for which at present licensed.	
			Men.	Women.
"Marlborough-street" (Dublin),	The Commissioners of National Education.	1834	130	165
"St. Patrick's" (Drumcondra, Dublin).	His Grace the Most Rev. W. J. Walsh, D.D., Archbishop of Dublin,	1 Sept., 1883	165	—
"Our Lady of Mercy" (Carysfort Park, Blackrock, Co. Dublin).	Do.	1 Sept., 1883	—	200
"Church of Ireland" (Kildare-place, Dublin).	His Grace the Most Rev. J. F. Peacocke, D.D., Archbishop of Dublin.	1 Sept., 1884	50	85
"De la Salle" (Waterford), .	The Most Rev. J. A. Sheehan, D.D., Bishop of Waterford and Lismore.	1 Sept., 1891	200	—
"St. Mary's" (Belfast), . .	*Pro tem*:—The Very Rev. H. Laverty, D.D., P.P., St. Matthew's, Ballymacarrett, Belfast.	1 Sept., 1900	—	100
"Mary Immaculate" (Limerick)	The Most Rev. E. T. O'Dwyer, D.D., Bishop of Limerick.	1 Sept., 1901	—	100
			545	650
			1,195	

45. The following Table shows the number of candidates for admission to training (one and two years' courses) in 1907 in each of the Training colleges and the antecedents of those admitted to the two years' course:—

—	One-Year Course.		Two-Year Course.					
	Number of Candidates.	Number admitted to Training.	Number of Candidates.	Number admitted to Training.	Antecedents.			
					Monitors.	Pupil Teachers.	Ex-Pupils.	Teachers' (including Manual Instructresses)
(For Men.)								
"Marlborough-street,"	11	9	113	61	15	29	17	–
"St. Patrick's," . .	27	16	196	78	46	–	31	1
"Church of Ireland," .	1	–	39	24	6	9	9	–
"De La Salle," .	15	4	294	101	43	1	55	2
Total, . .	54	29	642	264	110	39	112	3
(For Women.)								
"Marlborough-street,"	52	37	355	61†	24	23	14	–
"Our Lady of Mercy,"	74	9*	558	98‡	45	1	47	5
"Church of Ireland, .	9	7	113	42	9	4	28	1
"St. Mary's," .	54	13	279	43	31	–	10	2
"Mary Immaculate," .	30	4	325	50	35	–	14	1
Total, . .	219	70	1,630	294	144	28	113	9

* Includes 2 extern. † Includes 10 extern. ‡ Includes 2 extern.

46. King's Scholars in Training—Session 1906–1907.

Name of College.	No. of King's Scholars at commencement of Session 1906–1907.	No. who remained until Close of Session.	First Year's Examination of Two-Year Students.		Result of Final Examination.			
					One-Year Students.		Two-Year Students.	
			No. Examined.	No. Passed.	No. Examined.	No. Passed.	No. Examined.	No. Passed.
Men.								
"Marlborough-street,"	105	105	51	49	7	7	47	44
"St. Patrick's," .	165	164	76	70(7)	20	20	68	64
"Church of Ireland,"	31	31	17(8)	13	–	–	14	13
"De La Salle," .	175(1)	172	96	94(7)	3	3	73	71
Total (Men), .	476	472	240	226	30	30	202	192
Women.								
"Marlborough-street,"	172(2)	167(2)	79	75	30(4)	28	58(5)	58(5)
"Our Lady of Mercy,"	204(4)	200(4)	102(3)	100(3)	31(6)	29(6)	67	64
"Church of Ireland,"	92	92	50	45(9)	3	3	39	39
"St. Mary's," .	100	99	44	44	12	12	43	43
"Mary Immaculate,"	101(6)	101(6)	46(6)	46(6)	4	4	51	51
Total (Women),	669	659	321	310	80	76	258	255
Total (Men & Women),	1,145	1,131	561	536	110	106	460	447

(1) Includes 25 King's Scholars admitted in October.
(2) „ 2 externs.
(3) „ 3 do.
(4) „ 4 do.
(5) „ 2 do.
(6) Includes one extern.
(7) Exclusive of one declared eligible for second year.
(8) Includes one who did not complete the examination.
(9) Exclusive of four declared eligible for second year.

47. Religious Denominations of the King's Scholars admitted to Marlborough-street Training College for the Sessions, 1906-1907 and 1907–8.

—		R.C.	E.C.	Pres.	Meth.	Others.	Total.
1906–7	King's Scholars in Residence.	47	53	138	24	8	270
	Extern, ...	3	2	2	–	–	7
1907–8	King's Scholars in Residence,	54	53	148	24	5	284
	Extern, ...	5	1	3	1	–	10

48. The following Tables show, for each of the past ten sessions, the number of One-year and Two-year Students respectively in the Training Colleges, the number of Resident Students in each College, and the amounts of the Annual Grants to the Colleges.

(*a.*) Number of One-year and Two-year Students in the Training Colleges for each of the last ten Sessions, Men and Women being given separately:—

Year.	Men.			Women.		
	One-Year.	Two-Year.		One-Year.	Two-Year.	
		In Second Year.	In First Year.		in Second Year.	in First Year.
1898–9 .	87	182	220	61	165	177
1899–1900 .	79	205	209	51	175	180
1900–1 .	92	194	204	55	171	264
1901–2 .	109	199	186	77	242	272
1902–3 .	70	180	240	69	293	238
1903–4 .	59	219	191	60	292	276
1904–5 .	60	212	169	61	339	263
1905–6 .	35	186	216	57	327	275
1906–7 .	30	206	240	82	260	327
1907–8 .	29	228	264	70	316	294

(*b.*) NUMBER of resident students in the various Training Colleges during the past ten sessions.

Session.	"Marlborough Street"		"St. Patricks."	"Our Lady of Mercy"	"Church of Ireland."		"De La Salle."	"St. Mary's."	"Mary Immaculate."	Total Students.		
	Men	Women	(Men only.)	(Women only.)	Men.	Women.	(Men only.)	(Women only.)	(Women only.)	Men.	Women	Total.
1898-9, .	130	164	164	156	44	71	150	–	–	488	391	879
1899-1900, .	130	165	165	156	47	71	150	–	–	492	392	884
1900-1, .	129	165	162	153	47	73	151	100	–	489	491	980
1901-2, .	130	165	165	156	48	79	150	100	75	493	575	1,068
1902-3, .	130	165	165	156	44	85	150	100	75	489	581	1,070
1903-4, .	113	165	165	156	38	88	150	100	100	466	609	1,075
1904-5, .	93	165	165	200	33	90	150	100	100	441	655	1,096
1905-6, .	95	165	165	200	28	92	149	100	100	437	657	1,094
1906-7, .	105	165	165	200	31	92	175	100	100	476	657	1,133
1907-8, .	119	165	165	200	37	98	200	100	100	521	663	1,184

(*c.*) ANNUAL GRANTS to the Training Colleges during the past ten years.

Year.	"Marlborough Street."	"St. Patricks"	"Our Lady of Mercy."	"Church of Ireland."	"De La Salle."	"St. Mary's"	"Mary Immaculate."	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1898-9, .	13,061 8 9	10,956 7 2	7,460 19 8	6,434 6 10	7,923 16 5	—	—	45,836 18 10
1899-1900, .	13,712 5 10	10,940 16 3	7,551 1 0	6,401 9 1	7,946 2 6	—	—	46,551 14 8
1900-1, .	13,416 18 11	10,508 16 11	7,213 13 5	6,144 11 4	7,924 18 2	1,600 0 0	—	46,808 18 9
1901-2, .	13,180 11 9	11,080 13 9	7,053 10 3	6,588 1 7	8,209 4 3	3,484 0 0	600 0 0	50,196 1 7
1902-3, .	13,175 5 2	10,912 10 3	7,378 3 11	6,913 17 3	8,057 7 0	3,467 18 11	3,195 2 9	53,130 5 3
1903-4, .	14,658 1 9	11,243 7 11	8,002 13 1	7,303 6 10	8,637 5 6	3,485 6 7	3,001 18 6	56,332 0 2
1904-5, .	24,718 16 3(*a*)	11,746 14 0	8,696 5 11(*b*)	7,315 13 0	10,121 1 0	3,645 9 10	3,462 17 3	69,706 17 3
1905-6, .	19,077 8 2(*c*)	11,216 18 11	9,217 16 5(*d*)	6,785 13 0	8,790 11 10	4,202 4 0	3,763 18 11	63,054 11 3
1906-7, .	30,680 19 1(*e*)	11,347 19 10	9,216 10 3(*f*)	6,590 11 3	9,069 8 1(*g*)	3,941 0 0	3,962 0 0	74,808 8 6
1907-8 .	25,894 10 3(*h*)	11,395 15 2	9,481 9 3(*i*)	7,157 0 3	10,631 16 2(*j*)	4,436 7 8	4,221 0 0	73,217 18 9

(*a.*) Includes £10,000 from the Ireland Development Fund towards the cost of providing new residences for the King's Scholars.

(*b.*) Includes £410 from the Ireland Development Fund for the cost of additional King's Scholars.

(*c.*) Includes £5,838 from the Ireland Development Fund towards the cost of providing new residences for the King's Scholars.

(*d.*) Includes £1,602 12*s.* 7*d.* from the Ireland Development Fund for cost of additional King's Scholars.

(*e.*) Includes £17,488 16*s.* from the Ireland Development Fund towards the cost of providing new residences for the King's Scholars.

(*f*) Includes £1,540 from the Ireland Development Fund for the cost of additional King's Scholars.

(*g*) Includes £390 from the Ireland Development Fund for the cost of additional King's Scholars.

(*h*) Includes £12,396 14*s.* from the Ireland Development Fund towards the cost of providing new residences for the King's Scholars.

(*i*) Includes £1,540 from the Ireland Development Fund for the cost of additional King's Scholars.

(*j*) Includes £1,839 5*s.* 1*d.* from the Ireland Development Fund towards the cost of additional King's Scholars.

49. The Total Number of Trained Teachers in the Service on 31st December, 1907, was 8,030, or 63·2 per cent. of the total number of Principal and Assistant Teachers in the service, made up as follows :—

College in which Trained.	Principals.			Assistants.			Total Teachers
	Men.	Women.	Total.	Men.	Women.	Total.	
"Marlborough-street" ...	1,193	684	1,877	182	569	751	2,628
"St. Patrick's"	1,365	—	1,365	355	—	355	1,720
"Our Lady of Mercy" ...	—	1,144	1,144	—	486	486	1,630
"Church of Ireland" ...	278	341	619	36	176	212	831
"De La Salle"	524	—	524	229	—	229	753
"St. Mary's"	—	126	126	—	144	144	270
"Mary Immaculate" ...	—	84	84	—	98	98	182
English or Scotch College ...	1	6	7	2	1	3	10
Institution of the Presentation Brothers	1	—	1	5	—	5	6
Total	3,362	2,385	5,747	809	1,474	2,283	8,030
Percentage of the Trained Teachers to the total number of Principals and Assistants.	73·9	67·1	70·9	66·3	43·6	49·6	63·2

50. Numbers of Trained and Untrained Teachers (*i.e.* Principals and Assistants), and percentage of the number trained to the total number, for each of the following years :—

Year.	Trained Teachers.	Untrained Teachers.	Total.	Per-centage of the Trained Teachers to the total number of Teachers.
1880	3,309	7,365	10,674	31·0
1885	3,528	7,422	10,950	32·2
1890	4,159	6,960	11,119	37·4
1895	5,190	6,660	11,850	43·8
1900	6,026	5,902	11,928	50·5
1905	7,560	4,967	12,527	60·3
1906	7,793	4,805	12,598	61·9
1907	8,030	4,675	12,705	63·2

51. Training Colleges for instruction of Teachers in Irish.

A payment of £5 is made to special colleges for the teaching of Irish in respect of each teacher who, having attended the required number of lessons, passes the examination at the end of the course, and who subsequently teaches Irish satisfactorily in a public school for one year. In order to facilitate their attendance at these courses, teachers are granted vacation to the extent of 50 days in the year in which they attend a course, provided their schools are kept open for at least 200 days in such year. Seven colleges for the teaching of Irish have been recognised, and the output from them of teachers trained in Irish and in the proper methods of teaching the language will do much to meet the demand for suitably trained teachers of Irish in schools situated in Irish-speaking localities and in schools throughout the country in which it is desired that Irish shall be taught.

The following Colleges have been recognised :—

Name.	Patron or President.	Manager or Secretary.
The Four Masters College (Letterkenny).	The Most Rev. Doctor O'Donnell, Bishop of Raphoe.	Rev. E. Maguire, D.D.
The Ulster College (Cloghaneely, Gortahork, Co. Donegal).	Dail Uladh (Ulster Gaelic Union).	Miss Ada MacNeill.
The Connacht College (Tourmakeady, Ballinrobe).	The Most Rev. Doctor Healy, Archbishop of Tuam.	Rev. J. Corbett, P.P. (Manager), J. A. Glynn (Secretary).
The Munster College (Ballingeary, Macroom).	Rev. P. Hurley, P.P., Inchigeela.	Liam De Roiste.
The Ring College (Ring, Dungarvan).	The Most Rev. Dr. Sheehan, Bishop of Waterford and Lismore.	P. O'Kiely.
The Belfast College (5, Murray's-terrace, Belfast).	The Most Rev. Doctor Henry, Bishop of Down and Connor.	Rev. J. K. O'Neill, P.P.
The Leinster College (52, Upr. O'Connell-street, Dublin).	—	G. A. Moonan.

Compulsory Attendance Provisions of the Irish Education Act, 1892.

Irish Education Act, 1892

52. At the end of the year 1907, 191 School Attendance Committees existed, 87 in Urban Districts and 104 in Rural Districts. According to reports received from the Committees, the provisions of the Act were enforced, during the year, by 187 of these Committees.

Under the provisions of the Act, children over 6 and under 14, with certain exceptions, are required to attend school, and to make 75 complete attendances in each half-year ending respectively the 30th June and the 31st December.

There are 43 towns having municipal government, to which the provisions of the Act apply, but for which school attendance committees have not been appointed. There are 137 Rural Districts without school attendance committees.

We give here a table showing, for the places with school attendance committees and for those without school attendance committees respectively, the average number of pupils on the rolls of the National Schools, the average daily attendance, and the percentage of the average daily attendance to the average number on the rolls:—

—	Places with School Attendance Committees.			Places without School Attendance Committees.		
	Average Number of Pupils on the Rolls.	Average Daily Attendance.	Percentage of the Average Daily Attendance to the Average Number of Pupils on the Rolls.	Average Number of Pupils on the Rolls.	Average Daily Attendance.	Percentage of the Average Daily Attendance to the Average Number of Pupils on the Rolls.
Urban Districts.	204,878	145,577	71·1	35,107	25,133	71·6
Rural Districts.	200,121	134,587	67·3	292,354	180,682	61·8
Total.	404,999	280,164	69·2	327,461	205,815	62·9

Programme of Instruction.

53. TABLE showing the Number of Pupils on the Rolls on 31st December, 1907 (arranged according to Standards), who were under Instruction in the various Subjects of the Programme.

SUBJECT.	STANDARD.							TOTAL.
	1. (including Infants).	2.	3.	4.	5.	6.	7 and 8.	
Reading, Spelling, and Writing, Composition and Grammar.	290,972	91,072	89,390	75,562	69,262	41,415	17,793	675,471
Geography, ...	49,273	52,573	87,660	75,467	69,176	41,404	17,787	393,340
Arithmetic	290,972	91,072	89,390	75,562	69,262	41,415	17,798	675,471
Singing, ...	251,301	76,866	75,382	63,311	58,401	34,490	15,800	575,551
Drawing, ...	277,444	90,441	88,858	75,094	68,904	41,270	17,655	659,666
Needlework, ...	123,070	45,892	45,407	38,677	36,378	22,324	10,973	322,721
Physical Drill, ...	282,576	88,888	87,231	73,590	67,446	40,405	17,195	657,331
Kindergarten and Manual Instruction.	209,360	46,207	6,079	1,164	784	465	262	264,921
Object Lessons and Elementary Science.	284,584	89,542	86,823	68,886	62,329	37,507	15,122	644,793
Domestic Science, ...	2,762	1,412	3,347	8,806	10,251	6,113	4,380	37,071
Cookery, ...	224	510	2,311	6,815	11,343	6,193	3,500	30,896
Laundry Work, ...	42	150	432	713	1,448	1,254	1,181	5,220
Health and Habits, ...	68,627	30,407	47,815	55,116	57,426	34,719	14,966	309,076
Irish, as an optional subject	32,767	13,008	10,389	8 370	7,456	4,648	1,904	78,542
Irish, as an extra subject	2,921	1,437	28,350	24,720	23,338	14,076	7,450	102,292
French, ...	-	-	-	148	601	868	1,439	3,056
Latin, ...	-	-	-	36	103	222	400	761
Arithmetic and Algebra,	-	-	-	-	21,743	15,352	8,086	45,181
Geometry & Mensuration,	-	-	-	-	11,275	10,201	6,306	27,782

54. The following table shows the Number of Schools in which pupils were under instruction in certain Subjects on 31st December, 1907.

SUBJECT.	No. of Schools.	SUBJECT.	No. of Schools.
Vocal Music	6,933	Domestic Science	897
Drawing	8,504	Health and Habits ...	6,883
Needlework	6,337	Irish	2,861
Kindergarten and Manual Instruction	5,385	French	207
		Latin	110
Object Lessons and Elementary Science	8,472	Arithmetic and Algebra	2,660
		Geometry and Mensuration	1,939
Cookery	936		
Laundry Work ...	167		

55. RETURN showing the number of Schools in which special fees were paid for instruction given in certain branches, and the amount paid for the school-year ended 30th June, 1907.

Branch.	Number of Schools in which fees were paid.	Amount paid.
		£ s. d.
Irish	553	2,124 7 4
Bilingual Programme ...	36	343 10 4
Cookery	454	3,812 11 11
Laundry	20	114 10 1

Merit Certificates.

56. Over 330 Merit Certificates were issued during the year to pupils over 13 years of age who had been enrolled in the Seventh Standard for one year, and who had, in the opinion of the inspectors, attained to considerable proficiency in English, Arithmetic, and Geography. The number of pupils enrolled in Seventh or higher Standard, increased from 9,143 in 1904 to 17,798 at the end of the year 1907.

Commissioners.

57. We regret that we have to record the death of The Rev. Hamilton B. Wilson, D.D., one of the members of the Board. On the 19th November, 1907, we passed the following resolution:—

"The Commissioners of National Education at this, their first meeting after the death of their colleague, The Rev. Hamilton Wilson, D.D., wish to place on record their sense of the loss they have sustained thereby, and to express their appreciation of the services he rendered during the many years he was such a regular attendant at the Board. They also wish to express their sympathy with those he has left behind."

The vacancy created by his death has been filled by the appointment of The Rev. John C. Clarke, D.D.

Statistics.

58. Attached hereto are statistics as to the schools and our financial statement for the year ended the 31st March, 1908.

59. We submit this, as our Report for the past year, to Your Excellency, and in testimony thereof have caused our corporate seal to be hereunto affixed this 17th day of August, One Thousand Nine Hundred and Eight.

SEAL.

P. E. LEMASS,
W. J. DILWORTH, } *Secretaries.*

STATISTICS AS TO SCHOOLS, &c., IN DETAIL, AND FINANCIAL STATEMENT.

TABLE showing for each County the number of Schools in operation on the 31st December, 1907, and the Religious Denominations of the Pupils on the Rolls of the Schools.

PROVINCES AND COUNTIES.	Number of Schools in operation on 31st Dec., 1907.	Religious Denominations of the Pupils on the Rolls on 31st December, 1907.					
		R.C.	E.C.	Pres.	Meth.	Others.	Total.
ULSTER:							
Antrim,	697	17,528	19,949	34,506	3,439	2,296	77,718
Armagh,	266	9,094	6,949	3,481	872	310	20,706
Cavan,	274	11,778	2,266	523	122	18	14,707
Donegal,	435	20,804	2,685	2,569	267	29	26,354
Down,	508	11,615	12,201	21,156	1,880	1,963	48,815
Fermanagh,	179	5,078	3,483	175	498	41	9,275
Londonderry,	291	9,599	4,535	7,419	211	308	22,072
Monaghan,	180	8,133	1,424	1,503	77	24	11,161
Tyrone,	361	11,343	5,325	4,319	411	190	21,588
Total,	3,191	104,972	58,817	75,651	7,777	5,179	252,396
MUNSTER:							
Clare,	260	18,678	224	22	–	7	18,931
Cork,	726	57,054	3,274	178	250	163	60,919
Kerry,	363	29,899	672	23	27	4	30,625
Limerick,	261	21,394	531	27	65	23	22,040
Tipperary,	321	22,561	835	43	49	18	23,506
Waterford,	140	10,853	340	34	33	20	11,280
Total,	2,071	160,439	5,876	327	424	235	167,301
LEINSTER:							
Carlow,	82	4,996	589	5	7	6	5,603
Dublin,	333	44,322	7,166	647	373	900	53,408
Kildare,	105	7,229	528	49	20	9	7,835
Kilkenny,	177	11,181	380	7	1	19	11,588
King's,	122	7,882	610	33	12	4	8,541
Longford,	108	6,196	497	27	25	16	6,761
Louth,	114	8,202	489	170	32	11	8,904
Meath,	161	9,305	485	30	3	3	9,826
Queen's,	118	6,673	740	48	17	8	7,486
Westmeath,	142	8,334	539	28	21	13	8,935
Wexford,	178	12,116	1,005	27	10	7	13,165
Wicklow,	132	6,870	1,426	61	82	27	8,466
Total,	1,772	133,306	14,454	1,132	603	1,023	150,518
CONNAUGHT:							
Galway,	417	31,264	441	72	24	7	31,808
Leitrim,	202	10,156	974	34	70	3	11,237
Mayo,	421	31,363	516	87	7	8	31,981
Roscommon,	249	16,667	311	30	2	10	17,020
Sligo,	215	12,108	924	131	39	8	13,210
Total,	1,504	101,558	3,166	354	142	36	105,256
ULSTER	3,191	104,972	58,817	75,651	7,777	5,179	252,396
MUNSTER,	2,071	160,439	5,876	327	424	235	167,301
LEINSTER,	1,772	133,306	14,454	1,132	603	1,023	150,518
CONNAUGHT,	1,504	101,558	3,166	354	142	36	105,256
ALL IRELAND,	8,538	500,275	82,313	77,464	8,946	6,473	675,471

The following table, compiled from returns furnished through the managers, shows for each province and county the amounts received by the teaching staff in (*a*) school fees, and also (*b*) their receipts from other sources of local aid during the year ended 31st December, 1907.

Provinces and Counties.	School Fees.		Other Local Aid.		Total.
	Number of Schools.	Amount.	Number of Schools.	Amount.	
		£ s. d.		£ s. d.	£ s. d.
Ulster:					
Antrim,	34	550 0 2	65	553 12 4	1,103 12 6
Armagh,	5	56 4 3	35	511 19 0	568 3 3
Cavan,	–	—	29	453 18 5	453 18 5
Donegal,	2	2 9 0	59	566 15 6	569 4 6
Down,	30	558 14 5	81	969 0 4	1,527 14 9
Fermanagh,	–	—	27	344 15 0	344 15 0
Londonderry,	5	32 3 1	80	1,310 15 0	1,342 18 1
Monaghan,	–	—	14	185 13 0	185 13 0
Tyrone,	1	7 10 6	47	458 8 9	465 19 3
Total,	77	1,207 1 5	437	5,354 17 4	6,561 18 9
Munster:					
Clare,	4	14 12 4	8	149 5 0	163 17 4
Cork,	22	211 10 1	65	851 11 1	1,063 1 2
Kerry,	3	12 13 3	37	498 4 1	510 17 4
Limerick,	13	59 7 0	30	334 18 0	394 5 0
Tipperary,	9	36 1 7	36	450 18 0	486 19 7
Waterford,	4	6 9 6	26	435 3 4	441 12 10
Total,	55	340 13 9	202	2,719 19 6	3,060 13 3
Leinster:					
Carlow,	–	—	17	216 0 0	216 0 0
Dublin,	22	137 19 10	110	2,201 8 0	2,339 7 10
Kildare,	6	12 15 8	25	455 3 1	467 18 9
Kilkenny,	2	4 0 0	17	166 19 0	170 19 0
King's,	4	5 3 4	19	225 10 5	230 13 9
Longford,	4	15 3 0	12	230 6 7	245 9 7
Louth,	2	5 6 6	15	227 5 0	232 11 6
Meath,	3	15 15 0	35	781 15 4	797 10 4
Queen's,	1	1 0 8	26	290 0 10	291 1 6
Westmeath,	2	26 0 6	17	279 14 6	305 15 0
Wexford,	4	5 10 7	24	328 19 2	334 9 9
Wicklow,	8	48 12 10	56	921 10 3	970 3 1
Total,	58	277 7 11	373	6,324 12 2	6,602 0 1
Connaught:					
Galway,	4	72 14 0	19	447 6 0	520 0 0
Leitrim,	1	1 10 0	22	203 7 1	204 17 1
Mayo,	1	5 10 0	27	393 16 0	399 6 0
Roscommon,	4	13 4 3	11	128 18 8	142 2 11
Sligo,	2	9 0 10	19	284 11 0	293 11 10
Total,	12	101 19 1	98	1,457 18 9	1,559 17 10
Gross Total,	202	1,927 2 2	1,110	15,857 7 9	17,784 9 11*

*In addition to this amount the sum of £1,717 6*s.* 9*d.* collected as school fees in Model schools in 1907 was paid to Model school teachers before the close of the financial year.

RETURN showing for each County, County Borough, Rural District, Urban Operation, the Accommodation, Average Number of Pupils on the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of all Ages.	Over 3 and under 15 years of age	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of other Denominations.
City or County Borough of Belfast (Counties of Antrim and Down) :—							
Co. Antrim, .. } Co. Down, .. }	349,180	87,645	{ 53 / 10	51 / 14	96 / 38	19 / 3	7 / 3
Total, ..	349,180	87,645	63	65	134	22	10
CO. ANTRIM.							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Ballyclare, ...	2,066	556	1	—	2	—	—
Ballymena, ...	10,886	2,642	5	4	4	—	—
Ballymoney, ...	2,952	768	3	1	—	—	—
Carrickfergus, ..	4,208	1,146	2	3	2	—	—
Larne, ...	6,670	1,738	2	1	6	—	—
Lisburn, ...	11,461	2,793	2	3	4	2	—
Portrush, ...	1,941	436	1	1	1	—	—
Antrim, ...	1,826	463	2	1	2	1	—
Total, ..	42,010	10,542	18	14	21	3	—
RURAL DISTRICTS.							
Antrim, (excluding the Town of Antrim).	25,580	6,286	11	10	44	1	2
Ballycastle, ...	12,686	2,995	19	13	6	1	—
Ballymena, ...	42,196	10,805	17	11	74	—	2
Ballymoney, ...	23,383	5,827	12	14	38	—	—
Belfast, ...	11,041	3,199	3	3	12	—	—
Larne, ...	22,151	5,715	10	11	41	2	—
Lisburn, ...	13,799	3,475	5	15	5	1	2
Lurgan (3) or Aghalee, ..	3,244	844	6	5	—	1	—
Total, ..	154,080	39,146	83	82	220	6	6
Total for County,	196,090	49,688	101	96	241	9	6
CO. ARMAGH.							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Armagh, ...	7,588	1,834	4	6	2	1	—
Lurgan, ...	11,782	3,191	3	5	3	1	—
Portadown, ...	10,092	2,670	5	4	2	2	—
Tanderagee, ...	1,427	343	2	2	1	—	—
Bessbrook, ...	2,977	772	—	—	—	—	3
Keady, ...	1,466	374	2	1	2	—	—
Total, ...	35,332	9,184	16	18	10	4	3

District and Principal Town, the Population, Number of National Schools in Rolls, and the Average Daily Attendance of Pupils for the Year 1907.

ULSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						City or County Borough of Belfast (Counties of Antrim and Down):—
4	230	41,882	47,545	32,652	68·7	Co. Antrim.
—	68	12,273	17,112	12,359	72·2	Co. Down.
4	298	54,155	64,657	45,011	69·6	
						CO. ANTRIM.
						Urban Districts and Principal Towns.
—	3	315	446	304	68·2	Ballyclare.
4	17	1,907	2,040	1,445	70·8	Ballymena.
3	7	702	708	521	73·6	Ballymoney.
—	7	757	827	631	76·3	Carrickfergus.
—	9	1,188	1,400	1,020	72·9	Larne.
1	12	2,030	1,958	1,413	72·2	Lisburn.
—	3	650	384	284	74·0	Portrush.
—	6	616	520	364	70·0	Antrim.
8	64	8,165	8,283	5,982	72·2	Total.
						Rural Districts.
1	69	4,602	4,674	3,260	69·7	Antrim (excluding the Town of Antrim).
—	39	2,473	2,101	1,339	63·7	Ballycastle.
—	104	7,089	7,245	5,196	71·7	Ballymena.
1	65	4,062	3,943	2,621	66·5	Ballymoney.
—	18	1,944	2,028	1,469	72·4	Belfast.
4	68	4,749	4,191	2,949	70·4	Larne.
—	28	2,545	2,301	1,609	69·9	Lisburn.
—	12	666	659	426	64·6	Lurgan (3) or Aghalee.
6	403	28,130	27,142	18,869	69·5	Total.
14	467	36,295	35,425	24,851	70·2	Total for County.
						CO. ARMAGH.
						Urban Districts and Principal Towns.
—	13	1,317	1,251	956	76·4	Armagh.
3	15	2,706	2,572	1,789	69·6	Lurgan.
—	13	2,184	2,346	1,621	69·1	Portadown.
—	5	422	368	252	68·5	Tanderagee.
—	3	301	349	235	67·3	Bessbrook.
—	5	707	469	355	75·7	Keady.
3	54	7,637	7,355	5,208	70·8	Total.

RETURN showing for each County, County Borough, Rural District, Urban District the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of All Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of Other Denominations.
CO. ARMAGH—*con.* RURAL DISTRICTS.							
Armagh (excluding the Town of Keady).	37,802	8,878	26	36	23	6	2
Crossmaglen, ...	10,297	2,591	16	2	4	—	—
Lurgan, ...	17,578	4,653	12	17	4	5	—
Newry No. 2 (excluding the Town of Bessbrook).	19,562	4,868	30	14	4	—	1
Tanderagee, ...	4,821	1,174	2	3	3	—	1
Total, ...	90,060	22,164	86	72	38	11	4
Total for County,	125,392	31,348	102	90	48	15	7
CO. CAVAN.							
URBAN DISTRICTS.							
Belturbet, ...	1,587	344	2	1	—	—	—
Cavan, ...	2,822	739	2	2	—	—	—
Cootehill, ...	1,509	345	3	1	1	—	—
Total, ...	5,918	1,428	7	4	1	—	—
RURAL DISTRICTS.							
Bailieborough, ..	15,510	3,714	32	8	3	—	—
Bawnboy, ...	9,573	2,436	21	7	—	—	—
Cavan, ...	32,584	7,736	71	25	1	1	—
Cootehill No. 1, ..	13,925	3,256	25	8	3	—	—
Enniskillen No. 2, ..	5,524	1,558	15	1	—	—	—
Mullaghoran, ...	4,899	1,215	11	2	—	—	—
Oldcastle No. 2, ..	9,608	2,351	19	3	1	—	—
Total, ...	91,623	22,266	194	54	8	1	—
Total for County,	97,541	23,694	201	58	9	1	—
CO. DONEGAL.							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Ballyshannon, ...	2,359	522	4	1	1	—	—
Letterkenny, ...	2,370	544	3	1	1	—	—
Total, ...	4,729	1,066	7	2	2	—	—

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

ULSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						CO. ARMAGH—*con.* RURAL DISTRICTS.
—	93	6,356	6,076	4,069	67·0	Armagh (excluding the Town of Keady).
—	22	1,543	1,757	1,091	62·1	Crossmaglen.
—	38	3,101	2,728	1,796	65·8	Lurgan.
1	50	3,637	3,714	2,345	63·1	Newry No. 2 (excluding the Town of Bessbrook)
—	9	539	649	428	65·9	Tanderagee
1	212	15,176	14,924	9,729	65·2	Total.
4	266	22,813	22,279	14,937	67·0	Total for County.
						CO. CAVAN.
						URBAN DISTRICTS.
—	3	410	369	254	68·8	Belturbet.
—	4	781	576	387	67·2	Cavan.
1	6	399	421	279	66·3	Cootehill.
1	13	1,590	1,366	920	67·3	Total.
						RURAL DISTRICTS
2	45	2,764	2,857	1,662	58·2	Bailieborough.
1	29	1,584	1,669	949	56·9	Bawnboy.
1	99	5,572	4,922	2,824	57·4	Cavan.
—	36	1,995	2,042	1,174	57·5	Cootehill No. 1.
—	16	873	982	523	53·3	Enniskillen No. 2
—	13	890	884	492	55·7	Mullaghoran.
—	23	1,543	1,604	961	59·9	Oldcastle No. 2.
4	261	15,221	14,960	8,585	57·4	Total.
5	274	16,811	16,326	9,505	58·2	Total for County.
						CO. DONEGAL.
						URBAN DISTRICTS AND PRINCIPAL TOWNS.
1	7	672	446	293	65·7	Ballyshannon.
1	6	622	571	420	73·6	Letterkenny.
2	13	1,294	1,017	713	70·1	Total.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District	Population (Census, 1901).		National Schools in Operation on 31st				
	Of all Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of Other Denominations.
CO. DONEGAL—*con.*							
RURAL DISTRICTS.							
Ballyshannon (excluding the town of Ballyshannon).	6,826	1,535	13	5	—	1	—
Donegal, ...	20,480	4,780	33	20*	5*	3	—
Dunfanaghy, ...	15,781	4,477	28	4	—	—	—
Glenties, ...	33,191	8,299	78	11	—	2	—
Inishowen, ...	28,943	7,268	42	13†	3†	2	—
Letterkenny, ...	10,710	2,440	14	5	9	—	—
Londonderry No. 2, ..	8,633	2,228	5	7	8	—	—
Milford, ...	20,259	5,363	29‡	11‡	10	—	—
Strabane No. 2, ..	10,463	2,574	12	4	9	1	—
Stranorlar, ...	13,707	3,070	24	7	4	—	—
Total, ...	168,993	42,034	278	87	48	9	—
Total for County,	173,722	43,100	285	89	50	9	—
CO. DOWN.							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Banbridge, ...	5,006	1,218	2	4	2	—	1
Bangor, ...	5,903	1,484	2	2	4	1	—
Dromore, ...	2,307	571	2	1	—	—	2
Holywood, ...	3,840	960	1	2	3	—	—
Newry, ...	12,405	3,033	2	3	1	1	—
Newtownards, ...	9,110	2,436	2	4	5	—	—
Warrenpoint, ..	1,817	432	2	1	—	—	—
Comber, ...	2,095	546	1	1	2	—	1
Donaghadee, ..	2,073	498	—	2	3	1	—
Downpatrick, ...	2,993	809	2	2	1	—	—
Gilford, ...	1,199	318	1	1	3	—	—
Newcastle, ...	§	§	2	1	1	—	—
Total, ...	48,748	12,305	19	24	25	3	4
RURAL DISTRICTS.							
Banbridge (excluding the town of Gilford).	27,694	6,596	15	13	28	—	5
Castlereagh, ...	4,205	921	—	1	8	—	—
Downpatrick (excluding the town of Downpatrick).	35,876	8,421	36	23†	28†	1	2
Hillsborough, ..	21,203	5,110	2	16	27	3	2
Kilkeel, ...	19,131‖	4,819‖	23	8	9	—	—
Moira, ...	11,022	2,771	2	11	9	—	—
Newry, ...	15,271	3,628	17	4	13	—	—
Newtownards, ...	22,739	5,783	1	13	32	1	5
Total, ...	157,141	38,049	96	89	154	5	14
Total for County,	205,889	50,354	115	113	179	8	18

* Three schools under joint E.C and Pres. management.
† One school under joint E C. and Pres. management.
‡ One school under joint R.C. and E.C. management.
§ Included in Kilkeel Rural District.
‖ Including the town of Newcastle.

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

ULSTER.

December 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						CO. DONEGAL—*con.*
						Rural Districts.
—	19	1,182	951	559	58·8	Ballyshannon (excluding the town of Ballyshannon).
1	59	3,457	3,276	1,912	58·4	Donegal.
—	32	2,003	2,551	1,442	56·5	Dunfanaghy
1	92	4,942	5,695	3,529	62·0	Glenties.
1	60	4,438	4,573	2,728	59·7	Inishowen.
—	28	1,415	1,378	765	55·5	Letterkenny.
—	20	1,310	1,231	817	66·4	Londonderry No. 2
1	50	2,886	3,455	1,874	54·2	Milford.
—	26	1,644	1,703	1,082	63·5	Strabane No. 2.
1	36	2,030	2,116	1,240	58·6	Stranorlar.
5	422	25,307	26,929	15,948	59·2	Total.
7	435	26,601	27,946	16,661	59·6	Total for County.
						CO. DOWN.
						Urban Districts and Principal Towns.
1	10	1,225	1,085	796	73·4	Banbridge.
—	9	1,239	1,315	998	75·9	Bangor.
—	5	401	556	397	71·4	Dromore.
—	6	894	840	647	77·0	Holywood.
3	10	2,066	1,816	1,170	64·4	Newry.
3	14	1,839	2,005	1,456	72·6	Newtownards.
—	3	397	312	205	65·7	Warrenpoint.
—	5	706	646	459	71·1	Comber.
—	6	554	537	406	75·6	Donaghadee.
—	5	1,108	799	590	73·8	Downpatrick.
—	5	451	509	358	70·3	Gilford.
—	4	355	349	255	73·1	Newcastle.
7	82	11,235	10,769	7,737	71·8	Total.
						Rural Districts.
—	61	4,275	3,814	2,508	65·8	Banbridge (excluding the town of Gilford).
—	9	704	740	541	73·1	Castlereagh.
—	89	7,055	6,105	4,261	69·8	Downpatrick (excluding the town of Downpatrick).
—	50	3,883	3,371	2,356	69·9	Hillsborough.
1	41	3,241	2,976	2,009	67·5	Kilkeel.
—	22	1,805	1,830	1,281	70·0	Moira.
—	34	2,075	2,215	1,262	57·0	Newry.
—	52	4,409	3,783	2,864	75·7	Newtownards.
1	358	27,447	24,834	17,082	68·8	Total.
8	440	38,682	35,603	24,819	69·7	Total for County.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	of all Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of Other Denominations.
CO. FERMANAGH.							
URBAN DISTRICT.							
Enniskillen, ...	5,412	1,139	3	1	—	1	—
RURAL DISTRICTS.							
Belleek, ...	6,187	1,595	11	7	—	—	—
Clones No. 2, ..	7,829	1,702	13	7	1	—	—
Enniskillen, ...	20,204	4,619	28	26	2	3	—
Irvinestown, ...	9,760	2,228	10	15	1	2	—
Lisnaskea, ...	16,047	3,709	21	18	3	1	—
Total, ...	60,018	13,763	83	73	7	6	—
Total for County,	65,430	14,902	86	74	7	7	—
City or County Borough of Londonderry.	39,892	9,619	12	5	11	—	—
CO. LONDONDERRY.							
URBAN DISTRICTS.							
Coleraine, ...	6,958	1,736	3	4	—	—	—
Limavady, ...	2,692	658	3	2	2	—	—
Total, ...	9,650	2,394	6	6	2	—	—
RURAL DISTRICTS.							
Coleraine, ...	22,959	5,529	6	18	33	—	—
Limavady, ...	17,931	4,379	16	14	12	—	—
Londonderry, ...	14,980	3,446	16	9	12	—	—
Magherafelt, ...	38,992	9,169	47	32	21	1	1
Total, ...	94,862	22,523	85	73	78	1	1
Total for County,	104,512	24,917	91	79	80	1	1
CO. MONAGHAN.							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Carrickmacross, ..	1,874	444	2	1	—	—	—
Castleblayney, ..	1,576	367	3	1	—	—	—
Clones.	2,068	472	3	1	—	1	—
Monaghan, ...	2,932	725	2	1	—	—	—
Ballybay, ...	1,208	257	2	—	1	—	—
Total, ...	9,658	2,265	12	4	1	1	—

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

ULSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						CO. FERMANAGH
						URBAN DISTRICT.
3	8	1,661	990	669	67·6	Enniskillen.
						RURAL DISTRICTS.
—	18	886	915	505	55·2	Belleek.
—	21	1,075	1,114	653	58·6	Clones No. 2.
1	60	3,380	2,935	1,844	62·8	Enniskillen.
—	28	1,842	1,540	1,030	66·9	Irvinestown.
1	44	2,424	2,492	1,592	63·9	Lisnaskea.
2	171	9,607	8,996	5,624	62·5	Total.
5	179	11,268	9,986	6,293	63·0	Total for County.
4	32	6,507	6,517	4,981	76·4	**City or County Borough of Londonderry.**
						CO. LONDONDERRY.
						URBAN DISTRICTS.
3	10	1,336	1,451	1,062	73·2	Coleraine.
1	8	821	640	452	70·6	Limavady.
4	18	2,157	2,091	1,514	72·4	Total.
						RURAL DISTRICTS.
1	58	3,953	3,674	2,431	66·2	Coleraine.
1	43	2,857	2,513	1,481	58·9	Limavady.
—	37	2,424	2,164	1,307	60·4	Londonderry.
1	103	6,674	6,272	3,922	62·5	Magherafelt.
3	241	15,908	14,623	9,141	62·5	Total.
7	259	18,065	16,714	10,655	63·7	Total for County
						CO. MONAGHAN.
						URBAN DISTRICTS AND PRINCIPAL TOWNS.
1	4	636	519	394	75·9	Carrickmacross.
1	5	422	378	249	65·9	Castleblayney.
1	6	780	552	369	66·8	Clones.
4	7	896	719	513	71·3	Monaghan.
—	3	298	302	199	65·9	Ballybay.
7	25	3,032	2,470	1,724	69·8	Total.

RETURN showing for each County, County Borough, Rural District, Urban District the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of All Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of Other Denominations.
CO. MONAGHAN—*con.*							
RURAL DISTRICTS.							
Carrickmacross, ..	13,670	3,227	19	5	—	—	—
Castleblayney (excluding the town of Ballybay).	13,534	3,078	23	1	10	—	—
Clones (1), ...	5,960	1,314	9	5	1	—	—
Cootehill (2), ...	6,420	1,469	7	8	4	—	—
Monaghan, ...	25,369	5,591	38	14*	13*	—	—
Total, ...	64,953	14,679	96	33	28	—	—
Total for County,	74,611	16,944	108	37	29	1	—
CO. TYRONE.							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Cookstown, ...	3,531	886	3	4	1	—	—
Dungannon, ..	3,694	905	2	2	3	—	—
Omagh, ...	4,789	1,035	1	—	—	—	—
Strabane, ...	5,033	1,289	3	1	2	—	—
Aughnacloy, ...	974	221	2	1	1	—	—
Total, ...	18,021	4,336	11	8	7	—	—
RURAL DISTRICTS.							
Castlederg, ...	11,789	2,686	10†‡	16†	7‡	—	—
Clogher (excluding the town of Aughnacloy).	13,342	3,046	16	14	5	—	—
Cookstown, ...	20,084	4,576	19	15	12	1	—
Dungannon, ...	28,869	6,603	25	28§	10§	—	3
Omagh, ...	33,764	7,294	52‡	18§	23‡§	2	—
Strabane, ...	20,363	4,839	20	9	14	—	—
Trillick, ...	4,335	1,012	8	4	—	2	—
Total, ...	132,546	30,056	150	104	71	5	3
Total for County,	150,567	34,392	161	112	78	5	3

* Two schools under joint E.C. and Pres. management.
† One case of joint R.C. and E.C. management.
‡ One case of joint R.C. and Pres. management.
§ One case of joint E.C. and Pres. management.

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

ULSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						CO. MONAGHAN—*con.*
						RURAL DISTRICTS.
—	24	1,608	1,999	1,151	57·6	Carrickmacross.
—	34	2,102	2,288	1,248	54·5	Castleblayney (excluding the town of Ballybay).
—	15	928	900	523	58·1	Clones (1).
—	19	971	913	547	59·9	Cootehill (2).
—	63	3,600	3,596	2,128	59·2	Monaghan.
—	155	9,209	9,696	5,597	57·7	Total.
7	180	12,241	12,166	7,321	60·2	Total for County.
						CO. TYRONE.
						URBAN DISTRICTS AND PRINCIPAL TOWNS.
—	8	870	855	644	75·3	Cookstown.
—	7	1,089	992	714	72·	Dungannon.
3	4	674	673	467	69·4	Omagh.
—	6	1,038	1,207	872	72·2	Strabane.
—	4	319	218	163	74·8	Aughnacloy.
3	29	3,990	3,945	2,860	72·5	Total.
						RURAL DISTRICTS.
1	32	1,811	1,650	1,006	61·0	Castlederg.
—	35	1,901	1,834	1,107	60·4	Clogher (excluding the town of Aughnacloy).
—	47	2,843	2,729	1,731	63·4	Cookstown.
—	65	4,110	4,405	2,740	62·2	Dungannon.
—	93	5,293	4,741	2,813	59·3	Omagh.
3	46	3,040	3,063	1,915	62·5	Strabane.
—	14	828	691	419	60·6	Trillick.
4	332	19,826	19,113	11,731	61·4	Total.
7	361	23,816	23,058	14,591	63·3	Total for County.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of all Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of other Denominations.
CO. CLARE.							
URBAN DISTRICTS.							
Ennis, ...	5,093	1,249	2	1	—	—	—
Kilrush, ...	4,179	1,127	2	1	—	—	—
Town of Kilkee, ..	*	*	2	1	—	—	—
Total, ...	9,272	2,376	6	3	—	—	—
RURAL DISTRICTS.							
Ballyvaughan,	3,920	900	10	—	—	—	—
Corofin, ...	4,803	1,183	9	3	—	—	—
Ennis, ...	14,679	3,692	31	1	—	—	—
Ennistymon, ..	18,069	4,846	41	3	—	—	—
Killadysert, ...	9,165	2,498	20	2	—	—	—
Kilrush, excluding the town of Kilkee.	24,555†	6,846†	49	3	—	—	—
Limerick No. 2, ..	7,592	1,776	21	—	—	—	—
Scariff, ...	10,445	2,813	22	3	—	—	—
Tulla, ...	9,834	2,362	25	—	—	—	—
Total	103,062	26,916	228	15	—	—	—
Total for County,	112,334	29,292	234	18	—	—	—
City or County Borough of Cork.	76,122	18,129	24	9	2	—	1
CO. CORK.							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Clonakilty, ...	3,098	806	3	1	—	1	—
Fermoy, ...	6,126	1,192	2	1	—	—	—
Kinsale, ...	4,250	1,082	2	1	—	—	—
Midleton, ...	3,361	741	1	1	—	—	—
Queenstown, ...	7,909	1,828	4	3	—	—	—
Skibbereen, ...	3,208	777	3	1	—	—	—
Youghal, ...	5,393	1,122	1	1	—	—	—
Bandon, ...	2,830	620	3	2	—	1	—
Bantry, ...	3,109	792	3	1	—	—	—
Charleville, ...	2,000	530	3	—	—	—	—
Macroom, ...	3,016	718	3	1	—	—	—
Mallow, ...	4,542	1,115	2	1	—	—	—
Mitchelstown, ...	2,146	480	1	1	—	—	—
Passage West, ..	2,027	453	2	1	—	—	—
Total, ...	53,015	12,256	33	16	—	2	—

* Included in the Kilrush Rural District.
† Includes the Town of Kilkee.

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

MUNSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						CO. CLARE.
						URBAN DISTRICTS.
1	4	1,108	976	651	66·7	Ennis.
1	4	1,134	770	561	72·9	Kilrush.
—	3	534	410	276	67·3	Town of Kilkee.
2	11	2,776	2,156	1,488	69·	Total.
						RURAL DISTRICTS.
1	11	756	694	439	63·3	Ballyvaughan.
1	13	873	765	511	66·8	Corofin.
—	32	2,059	2,376	1,523	64·1	Ennis.
1	45	2,885	3,282	2,093	63·8	Ennistymon.
1	23	1,694	1,845	1,266	68·6	Killadysert.
—	52	3,635	4,471	2,734	61·1	Kilrush, exeluding the town of Kilkee.
—	21	1,229	1,222	832	68·1	Limerick No. 2.
1	26	1,957	2,115	1,320	62·4	Scariff.
1	26	1,962	1,784	1,149	64·4	Tulla.
6	249	17,050	18,554	11,867	64·	Total.
8	260	19,826	20,710	13,355	64·5	Total for County.
3	39	11,005	11,929	8,140	68·2	**City or County Borough of Cork.**
						CO. CORK.
						URBAN DISTRICTS AND PRINCIPAL TOWNS.
1	6	1,227	742	548	73·9	Clonakilty.
—	3	850	614	425	69·2	Fermoy.
1	4	1,225	855	620	72·5	Kinsale.
1	3	778	571	410	71·8	Midleton.
—	7	1,390	1,473	1,160	78·8	Queenstown.
1	5	1,145	710	514	72·4	Skibbereen.
1	3	1,117	630	453	71·9	Youghal.
1	7	1,558	970	667	68·8	Bandon.
1	5	982	699	515	73·7	Bantry.
—	3	631	457	345	75·5	Charleville.
—	4	560	610	448	73·4	Macroom.
—	3	859	876	598	68·3	Mallow.
1	3	480	415	269	64·8	Mitchelstown.
—	3	722	529	439	83·	Passage West.
8	59	13,524	10,151	7,411	73·	Total.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accmomodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901.)		National Schools in Operation on 31st				
	Of all Ages.	Over 3 and under 15 years of age	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of other Denominations.
CO. CORK—*con.*							
RURAL DISTRICTS.							
Bandon (excluding the town of Bandon).	15,048	3,841	29	4	—	—	—
Bantry (excluding the town of Bantry).	10,348	3,103	24	3	—	—	—
Castletown, ...	11,178	3,203	33	—	—	—	—
Charleville, ...	2,121	559	4	—	—	—	—
Clonakilty, ...	16,060	4,130	28	5	—	—	—
Cork, ...	47,115	10,519	73	9	—	—	—
Dunmanway, ...	13,321	3,665	30	2	—	—	—
Fermoy, ...	16,606	3,746	33	—	—	—	—
Kanturk, ...	23,181	5,860	51	3	—	—	—
Kinsale, ...	12,423	2,999	23	3	—	—	—
Macroom, ...	19,982	5,298	49	—	—	—	—
Mallow, ...	16,184	3,787	31*	3*	—	—	—
Midleton, ...	17,882	4,130	37	3	—	—	—
Millstreet, ...	10,515	2,760	22	—	—	—	—
Mitchelstown, ...	6,510	1,560	15	—	—	—	—
Skibbereen, ...	21,987	6,280	53	7	—	—	—
Skull, ...	10,243	2,635	22	8	—	1	—
Youghal, ...	4,770	1,104	10	—	—	—	—
Total, ...	275,474	69,179	567	50	—	1	—
Total for County,	328,489	81,435	600	66	—	3	—
CO. KERRY.							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Killarney, ...	5,656	1,231	5	1	—	—	—
Listowel, ...	3,605	936	3	1	—	—	—
Tralee, ...	9,867	2,537	6	2	—	1	—
Caherciveen, ...	2,013	467	2	1	—	—	—
Total, ...	21,141	5,171	16	5	—	1	—
RURAL DISTRICTS.							
Caherciveen, ...	20,422	5,905	50	6	—	—	—
Dingle, ...	18,274	5,649	26	—	—	—	—
Kenmare, ...	14,642	4,424	29	9	—	—	—
Killarney, ...	31,440	8,975	71	1	—	—	—
Listowel, ...	27,789	7,363	66	1	—	—	—
Tralee, ...	32,018	8,478	73	4	—	—	—
Total, ...	144,585	40,794	315	21	—	—	—
Total for County,	165,726	45,965	331	26	—	1	—

*One school under joint R.C. and E.C. management.

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

MUNSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District
Under Official Management.	Total.					
						CO. CORK—*con.*
						Rural Districts.
—	33	2,027	1,848	1,243	67·3	Bandon (excluding the town of Bandon).
—	27	1,481	1,884	1,291	68·5	Bantry (excluding the town of Bantry).
1	34	2,344	2,345	1,686	71·9	Castletown.
—	4	243	334	235	70·4	Charleville.
—	33	3,254	2,707	1,854	68·5	Clonakilty.
1	83	6,331	5,907	4,166	70·5	Cork.
3	35	3,034	2,527	1,706	67·5	Dunmanway.
1	34	2,496	2,489	1,723	69·2	Fermoy.
1	55	4,335	4,302	2,843	66·1	Kanturk.
—	26	1,864	1,692	1,150	68·	Kinsale.
1	50	3,511	3,943	2,551	64·7	Macroom.
1	34	3,025	2,740	1,886	68·8	Mallow.
—	40	2,805	2,334	1,603	68·7	Midleton.
1	23	2,198	2,142	1,432	66·9	Millstreet.
—	15	973	787	491	62·4	Mitchelstown.
—	60	4,000	4,120	2,867	69·6	Skibbereen.
1	32	1,993	1,787	1,239	69·3	Skull.
—	10	674	574	399	69·5	Youghal.
11	628	46,588	44,462	30,365	68·3	Total.
19	687	60,112	54,613	37,776	69·2	Total for County.
						CO. KERRY.
						Urban Districts and Principal Towns.
1	7	1,482	1,310	961	73·4	Killarney.
—	4	1,095	808	561	69·4	Listowel.
—	9	2,244	2,063	1,472	71·2	Tralee.
—	3	633	398	296	74·4	Caherciveen.
1	23	5,454	4,582	3,290	71·8	Total.
						Rural Districts.
1	57	3,748	4,173	2,798	67·1	Caherciveen.
1	27	3,078	3,815	2,672	70·	Dingle.
1	39	3,264	2,907	1,917	65·9	Kenmare.
—	72	5,650	6,097	4,079	66·9	Killarney.
—	67	4,689	5,153	3,244	63·	Listowel.
1	78	5,353	5,945	3,921	66·	Tralee.
4	340	25,782	28,090	18,631	66·3	Total.
5	363	31,236	32,672	21,921	67·1	Total for County.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of all Ages.	Over 3 and under 15 years of age	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of other Denominations.
City or County Borough of Limerick.	38,151	9,681	15	1	1	—	—
CO. LIMERICK.							
PRINCIPAL TOWNS.							
Newcastle, ...	2,599	595	3	—	—	—	—
Rathkeale, ...	1,749	425	3	1	—	—	—
Total, ...	4,348	1,020	6	1	—	—	—
RURAL DISTRICTS.							
Croom, ...	10,806	2,299	24	1	—	—	—
Glin, ...	4,301	1,288	9	—	—	—	—
Kilmallock No. 1, ..	21,430	4,908	42	4	—	—	—
Limerick No. 1, ..	20,271	4,794	34	4	—	—	—
Mitchelstown No. 2, ..	5,501	1,435	12	2	—	—	—
Newcastle (excluding the town of Newcastle).	21,292	5,318	49	—	—	—	—
Rathkeale (excluding the town of Rathkeale).	13,242	3,228	31	7	—	—	—
Tipperary No. 2, ..	6,756	1,586	13	—	—	—	—
Total, ...	103,599	24,856	214	18	—	—	—
Total for County,	107,947	25,876	220	19	—	—	—
CO. TIPPERARY (North Riding).							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Nenagh, ...	4,704	1,238	2	1	—	—	—
Templemore, ...	2,774	562	3	1	—	—	—
Thurles, ...	4,411	1,046	1	1	—	—	—
Roscrea, ...	2,325	597	2	2	—	—	—
Total, ...	14,214	3,443	8	5	—	—	—
RURAL DISTRICTS.							
Birr No. 2, ...	2,051	468	6	—	—	—	—
Borrisokane, ...	8,532	1,887	15	5	—	1	—
Nenagh, ...	20,228	4,824	47	6	—	—	—
Roscrea No. 1, ..	5,692	1,274	12	3	—	—	—
Thurles, ...	17,098	4,082	38	1	—	—	—
Total, ...	53,601	12,535	118	15	—	1	—

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

MUNSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
4	21	5,879	5,168	3,547	68·6	**City or County Borough of Limerick.**
						CO. LIMERICK.
						Principal Towns
—	3	783	648	480	74·1	Newcastle.
—	4	833	504	367	72·8	Rathkeale.
—	7	1,616	1,152	847	73·5	Total
						Rural Districts.
—	25	2,227	1,563	1,090	69·7	Croom.
—	9	576	724	502	69·3	Glin.
1	47	4,109	3,963	2,976	75·1	Kilmallock No 1.
—	38	2,656	2,657	1,864	70·2	Limerick No. 1.
—	14	1,013	1,123	783	69·7	Mitchelstown No. 2.
—	49	3,240	4,135	2,866	69·3	Newcastle (excluding the town of Newcastle).
—	38	2,213	2,283	1,557	68·2	Rathkeale (excluding the town of Rathkeale).
—	13	1,138	1,214	798	65·7	Tipperary No. 2.
1	233	17,172	17,662	12,436	70·4	Total.
1	240	18,788	18,814	13,283	70·6	Total for County.
						CO. TIPPERARY (North Riding).
						Urban Districts and Principal Towns.
1	4	1,081	834	620	74·3	Nenagh.
—	4	620	470	365	77·7	Templemore.
1	3	695	568	423	74·5	Thurles.
1	5	952	606	456	75·2	Roscrea.
3	16	3,348	2,478	1,864	75·2	Total.
						Rural Districts.
—	6	333	308	203	65·9	Birr No. 2.
—	21	1,271	1,225	821	67·	Borrisokane.
—	53	3,136	3,275	2,180	66·6	Nenagh.
—	15	747	714	472	66·1	Roscrea No. 1.
—	39	2,536	2,782	1,955	70·3	Thurles.
—	134	8,023	8,304	5,631	67·8	Total.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of all Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of Other Denominations.
CO. TIPPERARY (South Riding).							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Carrick-on-Suir, ..	5,406	1,377	2	1	—	—	—
Cashel, ...	2,938	706	2	—	—	—	—
Clonmel, ...	10,167	2,239	2	1	—	—	—
Tipperary, ...	6,281	1,432	4	—	—	—	—
Caher, ...	2,058	565	1	3	—	—	—
Fethard, ...	1,498	333	2	—	—	—	—
Total, ...	28,348	6,652	13	5	—	—	—
RURAL DISTRICTS.							
Carrick-on-Suir No. 1, ..	2,678	561	6	—	—	—	—
Cashel (excluding the town of Fethard).	15,746	3,534	33	2	—	—	—
Clogheen, ...	13,463	3,132	18*	9*	—	—	—
Clonmel, ...	4,879	1,201	12	1	—	—	—
Gortnahoe, ...	2,766	629	5	1	—	—	—
Slieveardagh, ..	5,642	1,379	15	—	—	—	—
Tipperary No. 1, ..	18,895	4,472	45	2	—	—	—
Total, ...	64,069	14,908	134	15	—	—	—
Total for County,	160,232	37,538	273	40	—	1	—
City or County Borough of Waterford.	26,769	6,677	8	1	—	—	—
CO. WATERFORD.							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Dungarvan, ...	4,850	1,156	5	1	—	—	—
Lismore, ...	1,583	345	1	1	—	—	—
Total, ...	6,433	1,501	6	2	—	—	—
RURAL DISTRICTS.							
Carrick-on-Suir No. 2, ..	5,213	1,229	10	1	—	—	—
Clonmel No. 2, ..	3,680	873	6	—	—	—	—
Dungarvan, ...	10,116	2,439	21	3	—	—	—
Kilmacthomas, ..	7,109	1,575	16	—	—	—	—
Lismore (excluding the town of Lismore).	11,690	2,860	21	6	—	—	—
Waterford No. 1, ..	11,459	2,669	19	3	—	—	—
Youghal No. 2, ..	4,718	1,042	11	—	—	—	—
Total, ...	53,985	12,687	104	13	—	—	—
Total for County,	60,418	14,188	110	15	—	—	—

*Two schools under joint R.C. and E.C. management.

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

MUNSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						CO. TIPPERARY (South Riding).
						URBAN DISTRICTS AND PRINCIPAL TOWNS.
1	4	1,136	834	648	77·7	Carrick-on-Suir.
1	3	714	568	425	74·8	Cashel.
2	5	1,548	1,075	762	70·9	Clonmel.
1	5	1,256	893	584	65·4	Tipperary.
—	4	728	644	406	63·	Caher.
—	2	542	449	359	80·	Fethard.
5	23	5,924	4,463	3,184	71·3	Total.
						RURAL DISTRICTS
—	6	332	368	258	70·1	Carrick-on-Suir No. 1.
—	35	2,327	2,268	1,552	68·4	Cashel (excluding the town of Fethard).
1	26	2,242	2,122	1,461	68·9	Clogheen.
—	13	776	813	593	72·9	Clonmel
—	6	344	318	197	61·9	Gortnahoe.
—	15	977	1,135	766	67·5	Slieveardagh.
—	47	3,322	3,161	2,152	68·1	Tipperary No. 1.
1	148	10,320	10,185	6,979	68·5	Total.
9	321	27,615	25,430	17,658	69·4	Total for County.
3	12	3,845	3,501	2,496	71·3	**City or County Borough of Waterford.**
						CO. WATERFORD.
						URBAN DISTRICTS AND PRINCIPAL TOWNS.
1	7	1,287	813	583	71·7	Dungarvan.
1	3	457	282	210	74·5	Lismore.
2	10	1,744	1,095	793	72·4	Total.
						RURAL DISTRICTS.
—	11	1,067	848	609	71·8	Carrick-on-Suir No. 2.
—	6	315	323	223	69·	Clonmel No. 2.
—	24	1,401	1,503	980	65·2	Dungarvan.
1	17	1,490	1,066	706	66·2	Kilmacthomas.
—	27	2,052	1,690	1,178	69·7	Lismore (excluding the town of Lismore).
—	22	1,787	1,432	979	68·4	Waterford No. 1.
—	11	668	662	451	68·1	Youghal No. 2.
1	118	8,780	7,524	5,126	68·1	Total.
3	128	10,524	8,619	5,919	68·7	Total for County.

RETURN showing for each County, County Borough, Rural District, Urban District the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of all Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of other Denominations.
CO. CARLOW.							
URBAN DISTRICT AND PRINCIPAL TOWNS.							
Carlow, ...	6,513	1,522	4	1	—	—	—
Bagenalstown, ..	1,882	538	2	1	—	—	—
Tullow, ...	*	*	2	1	—	—	—
Total, ...	8,395	2,060	8	3	—	—	—
RURAL DISTRICTS.							
Baltinglass, No. 2, ..	4,486	1,059	10	2	—	—	—
Carlow (excluding the towns of Bagenalstown and Tullow).	21,331†	4,874†	37	12	—	—	—
Idrone, ...	3,536	746	9	—	—	—	—
Total, ...	29,353	6,679	56	14	—	—	—
Total for County,	37,748	8,739	64	17	—	—	—
City or County Borough of Dublin.	290,638	65,793	87	48	10	4	2
CO. DUBLIN.							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Blackrock, ...	8,719	1,864	4	2	—	—	—
Dalkey, ...	3,398	683	2	1	—	—	—
Killiney and Ballybrack,	2,744	517	3	1	—	—	—
Kingstown, ...	17,377	3,886	4	6	—	—	—
Pembroke, ...	25,799	5,307	5	10	—	—	—
Rathmines and Rathgar,	32,602	5,673	9	8	—	2	—
Balbriggan, ...	2,236	599	3	1	—	—	—
Total, ...	92,875	18,529	30	29	—	2	—
RURAL DISTRICTS.							
Balrothery (excluding the town of Balbriggan).	15,910	3,779	37	3	—	—	—
Celbridge No. 2, ..	5,133	1,223	9	1	—	—	—
Dublin North, ..	16,957	5,395	19‡	5‡	—	—	—
Dublin South, ..	13,670	3,407	17	3	—	—	—
Rathdown, ...	12,808	2,882	11	4	—	—	—
Total, ...	64,478	16,686	93‡	16‡	—	—	—
Total for County,	157,353	35,215	123‡	45‡	—	2	—

* Included in the Rural District of Carlow.
† Including the town of Tullow
‡ One school under joint R.C. and E.C. management.

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

LEINSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						CO. CARLOW.
						URBAN DISTRICT AND PRINCIPAL TOWNS.
1	6	1,224	1,000	847	84·7	Carlow.
—	3	635	681	554	81·4	Bagenalstown.
—	3	572	447	321	71·8	Tullow.
1	12	2,431	2,128	1,722	80·9	Total.
						RURAL DISTRICTS.
—	12	821	757	503	66·4	Baltinglass No. 2.
—	49	3,269	2,643	1,983	75·	Carlow (excluding the towns of Bagenalstown and Tullow).
—	9	572	446	312	70·0	Idrone.
—	70	4,662	3,846	2,798	72·8	Total.
1	82	7,093	5,974	4,520	75·7	Total for County.
11	162	37,491	38,076	27,589	72·5	**City or County Borough of Dublin.**
						CO. DUBLIN.
						URBAN DISTRICTS AND PRINCIPAL TOWNS.
—	6	1,531	1,024	769	75·1	Blackrock.
—	3	466	385	302	78·4	Dalkey.
1	5	421	342	255	74·6	Killiney and Ballybrack.
—	10	2,055	1,830	1,332	72·8	Kingstown.
—	15	2,372	2,600	1,754	67·5	Pembroke.
—	19	2,991	3,514	2,476	70·5	Rathmines and Rathgar
—	4	440	381	281	73·8	Balbriggan.
1	62	10,276	10,076	7,169	71·1	Total.
						RURAL DISTRICTS.
1	41	2,905	2,740	2,073	75·7	Balrothery (excluding the town of Balbriggan).
—	10	928	901	669	74·3	Celbridge No. 2.
—	23	1,989	1,809	1,395	77·1	Dublin North.
—	20	2,095	1,915	1,387	72·4	Dublin South.
—	15	1,325	1,382	1,041	75·3	Rathdown.
1	109	9,242	8,747	6,565	75·1	Total.
2	171	19,518	18,823	13,734	73·	Total for County.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of all Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Presb. Management.	Under Meth. Management.	Under Management of Other Denominations.
CO. KILDARE.							
URBAN DISTRICTS AND PRINCIPAL TOWN.							
Athy, ...	3,599	879	1	—	—	—	—
Naas, ...	3,836	949	2	1	—	—	—
Newbridge, ...	2,903	680	3	1	—	—	—
Total, ...	10,338	2,508	6	2	—	—	—
RURAL DISTRICTS.							
Athy, ...	12,593	3,114	17	6	—	—	—
Baltinglass No. 3, ..	2,030	500	3	—	—	—	—
Celbridge No. 1, ..	9,092	2,155	11	3	—	—	—
Edenderry No. 2, ..	5,243	1,168	12	3	—	—	—
Naas No. 1 (excluding the town of Newbridge).	24,270	5,135	34	4	—	—	—
Total, ...	53,228	12,072	77	16	—	—	—
Total for County,	63,566	14,580	83	18	—	—	—
CO. KILKENNY.							
URBAN DISTRICT AND TOWN.							
Kilkenny, ...	10,609	2,513	9	—	—	—	—
Callan, ...	1,840	399	2	—	—	—	—
Total, ...	12,449	2,912	11	—	—	—	—
RURAL DISTRICTS.							
Callan (excluding the town of Callan).	6,323	1,388	12	1	—	—	—
Carrick-on-Suir No. 3, ..	4,466	938	5	9	—	—	—
Castlecomer, ...	10,114	2,486	22	3	—	—	—
Ida, ...	3,716	795	9	—	—	—	—
Kilkenny, ...	13,099	3,064	32	1	—	—	—
Thomastown, ..	13,238	3,062	23	5	—	—	—
Urlingford No. 1,	5,891	1,314	17	2	—	—	—
Waterford No. 2, ..	9,863	2,130	20	—	—	—	—
Total, ...	66,710	15,177	140	21	—	—	—
Total for County,	79,159	18,089	151	21	—	—	—

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

LEINSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total					
						CO. KILDARE.
						URBAN DISTRICTS AND PRINCIPAL TOWN.
2	3	1,214	593	376	63·4	Athy.
—	3	542	434	329	75·8	Naas.
—	4	461	546	414	75·8	Newbridge.
2	10	2,217	1,573	1,119	71·1	Total.
						RURAL DISTRICTS.
—	23	1,680	1,696	1,064	62·7	Athy.
—	3	232	256	160	62·5	Baltinglass No. 3
1	15	1,440	1,098	787	71·7	Celbridge No. 1.
—	15	940	801	564	70·4	Edenderry No. 2.
1	39	3,523	3,006	2,078	69·1	Naas No. 1 (excluding the town of Newbridge).
2	95	7,815	6,857	4,653	67·9	Total.
4	105	10,032	8,430	5,772	68·5	Total for County.
						CO. KILKENNY.
						URBAN DISTRICT AND TOWN.
2	11	2,540	1,987	1,458	73·4	Kilkenny.
1	3	823	385	279	72·5	Callan.
3	14	3,363	2,372	1,737	73·2	Total.
						RURAL DISTRICTS.
—	13	805	794	538	67·8	Callan (excluding the town of Callan).
—	14	959	682	471	69·1	Carrick-on-Suir No. 3.
1	26	2,284	1,794	1,267	70·6	Castlecomer.
—	9	472	424	264	62·3	Ida.
—	33	2,128	1,805	1,239	68·6	Kilkenny.
1	29	2,517	2,074	1,382	66·6	Thomastown.
—	19	1,101	1,214	805	66·3	Urlingford No. 1.
—	20	1,764	1,434	982	68·5	Waterford No. 2.
2	163	11,930	10,221	6,948	68·0	Total.
5	177	15,293	12,593	8,685	69·0	Total for County

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of all Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of other Denominations.
KING'S COUNTY.							
URBAN DISTRICTS AND TOWN.							
Birr, ...	4,438	1,163	2	—	—	—	—
Tullamore, ...	4,639	1,158	2	1	—	—	—
Edenderry, ...	*	*	2	1	—	—	—
Total, ...	9,077	2,321	6	2	—	—	—
RURAL DISTRICTS.							
Birr, ...	18,843	4,609	43	5	—	—	—
Cloneygowan, ...	2,797	692	4	—	—	—	—
Edenderry No. 1, excluding the town of Edenderry.	7,322†	1,686†	11	1	—	—	—
Roscrea No. 2, ..	5,810	1,366	12	2	—	—	—
Tullamore, ...	16,338	3,962	26	5	—	—	—
Total, ...	51,110	12,305	96	13	—	—	—
Total for County,	60,187	14,626	102	15	—	—	—
CO. LONGFORD.							
URBAN DISTRICTS.							
Granard, ...	1,622	463	2	1	—	—	—
Longford, ...	3,747	902	3	1	—	—	—
Total, ...	5,369	1,365	5	2	—	—	—
RURAL DISTRICTS.							
Ballymahon, ...	9,478	2,155	15	3	1	—	—
Granard, ...	13,260	3,092	28	2	1	—	—
Longford, ...	18,565	4,591	43	4	1	—	—
Total, ...	41,303	9,838	86	9	3	—	—
Total for County,	46,672	11,203	91	11	3	—	—
CO. LOUTH.							
URBAN DISTRICTS AND PRINCIPAL TOWN.							
Drogheda, ...	12,760	3,254	8	1	—	1	—
Dundalk, ...	13,076	3,402	7	2	2	—	—
Ardee, ...	1,883	386	2	—	—	—	—
Total, ...	27,719	7,042	17	3	2	1	—

* Included in the Edenderry No. 1 Rural District.
† Including the Town of Edenderry.

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

LEINSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						KING'S COUNTY.
						Urban Districts and Town.
3	5	1,111	794	598	75·3	Birr.
1	4	1,213	955	659	69·	Tullamore.
1	4	355	463	314	67·8	Edenderry.
5	13	2,679	2,212	1,571	71·	Total.
						Rural Districts.
—	48	2,847	2,820	1,948	69·1	Birr.
—	4	616	554	360	65·	Cloneygowan.
—	12	570	610	391	64·1	Edenderry No. 1, excluding the town of Edenderry.
—	14	764	725	505	69·7	Roscrea No. 2.
—	31	2,117	2,289	1,449	63·3	Tullamore.
—	109	6,914	6,998	4,653	66·5	Total.
5	122	9,593	9,210	6,224	67·6	Total for County.
						CO. LONGFORD.
						Urban Districts.
1	4	570	362	236	65·2	Granard.
1	5	998	836	581	69·5	Longford.
2	9	1,568	1,198	817	68·2	Total.
						Rural Districts.
1	20	1,366	1,315	821	62·4	Ballymahon.
—	31	1,891	1,775	1,039	58·5	Granard.
—	48	3,159	3,147	1,834	58·3	Longford.
1	99	6,416	6,237	3,694	59·2	Total.
3	108	7,984	7,435	4,511	60·7	Total for County.
						CO. LOUTH.
						Urban Districts and Principal Town.
—	10	2,081	1,801	1,315	73·	Drogheda.
—	11	2,278	2,204	1,660	75·3	Dundalk.
—	2	440	316	219	69·3	Ardee.
—	23	4,799	4,321	3,194	73·9	Total.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of all Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of Other Denominations.
CO. LOUTH—*con.*							
RURAL DISTRICTS.							
Ardee (1) (excluding the town of Ardee).	9,695	2,995	18	3	—	—	—
Drogheda, ...	6,753	1,505	18	1	—	—	—
Dundalk, ...	21,653	5,175	42	5	2	—	—
Total, ..	38,101	8,775	78	9	2	—	—
Total for County,	65,820	15,817	95	12	4	1	—
CO. MEATH.							
URBAN DISTRICTS.							
Kells, ...	2,428	642	1	1	—	—	—
Navan, ...	3,839	1,039	3	1	—	—	—
Trim, ...	1,513	497	1	1	—	—	—
Total, ...	7,780	2,178	5	3	—	—	—
RURAL DISTRICTS.							
Ardee No. 2, ..	3,048	639	6	2	—	—	—
Drogheda No. 2, ..	6,683	1,559	15	—	—	—	—
Dunshaughlin, ..	7,979	1,812	23	—	—	—	—
Edenderry No. 3, ..	2,088	462	5	—	—	—	—
Kells, ...	11,341	2,555	26	6	1	—	—
Navan, ...	10,711	2,426	23	3	—	—	—
Oldcastle, ...	5,407	1,132	11	1	—	—	—
Trim, ...	12,460	2,683	24	4	—	—	—
Total.	59,717	13,259	133	16	1	—	—
Total for County,	67,497	15,437	138	19	1	—	—
QUEEN'S COUNTY.							
PRINCIPAL TOWNS.							
Maryborough, ..	2,957	728	1	1	—	—	—
Mountmellick, ...	2,407	559	2	1	—	—	—
Total.	5,364	1,287	3	2	—	—	—

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

LEINSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						CO. LOUTH—*con.*
						RURAL DISTRICTS.
1	22	1,468	1,185	745	62·9	Ardee (1) (excluding the town of Ardee).
—	19	1,475	959	617	64·3	Drogheda.
1	50	3,452	3,052	1,929	63·2	Dundalk.
2	91	6,395	5,196	3,291	63·3	Total.
2	114	11,194	9,517	6,485	68·1	Total for County.
						CO. MEATH.
						URBAN DISTRICTS.
—	2	697	550	408	74·2	Kells.
—	4	1,023	1,155	778	67·4	Navan.
3	5	803	582	404	69·4	Trim.
3	11	2,523	2,287	1,590	69·5	Total.
						RURAL DISTRICTS.
—	8	409	445	295	66·3	Ardee No. 2.
—	15	908	946	638	67·4	Drogheda No. 2.
—	23	1,217	1,243	887	71·4	Dunshaughlin.
—	5	247	319	224	70·2	Edenderry No. 3.
—	33	1,984	1,682	1,032	61·4	Kells.
—	26	1,574	1,406	988	70·3	Navan.
—	12	1,274	818	536	65·5	Oldcastle.
—	28	1,612	1,553	998	64·3	Trim.
—	150	9,225	8,412	5,598	66·5	Total.
3	161	11,748	10,699	7,188	67·2	Total for County.
						QUEEN'S COUNTY.
						PRINCIPAL TOWNS.
—	2	606	555	372	67·0	Maryborough.
1	4	776	483	358	74·1	Mountmellick.
1	6	1,382	1,038	730	70·3	Total.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of All Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of Other Denominations.
QUEEN'S COUNTY—*con.*							
RURAL DISTRICTS.							
Abbeyleix, ...	17,050	3,691	31*	9*	—	—	—
Athy No. 2, ...	5,963	1,368	12	3	—	—	—
Mountmellick (excluding the towns of Maryborough and Mountmellick).	20,416	4,590	30	7	—	—	—
Slievemargy, ...	4,712	1,210	8	3	—	—	—
Roscrea No. 3, ..	3,912	934	7*	3*	—	—	—
Total, ...	52,053	11,793	88	25	—	—	—
Total for County,	57,417	13,080	91	27	—	—	—
CO. WESTMEATH.							
URBAN DISTRICT AND PRINCIPAL TOWN.							
Athlone, ...	6,617	1,575	5	1	—	1	—
Mullingar, ...	4,500	1,144	1	1	—	—	—
Total, ...	11,117	2,719	6	2	—	1	—
RURAL DISTRICTS.							
Athlone, ...	9,946	2,433	20	1	—	—	—
Ballymore, ...	3,429	753	9	—	—	—	—
Coole, ...	3,702	800	11	2	—	—	—
Delvin, ...	8,477	2,029	21	1	—	—	—
Kilbeggan, ...	2,411	599	3	—	—	—	—
Mullingar (excluding the town of Mullingar).	22,547	5,018	55	8	—	—	—
Total, ...	50,512	11,632	119	12	—	—	—
Total for County,	61,629	14,351	125	14	—	1	—
CO. WEXFORD.							
URBAN DISTRICTS AND PRINCIPAL TOWN.							
Enniscorthy, ..	5,458	1,369	2	—	—	—	—
New Ross, ...	5,847	1,455	5	—	—	—	—
Wexford, ...	11,168	2,912	5	1	—	—	—
Gorey, ...	2,178	488	1	2	—	—	—
Total, ...	24,651	6,224	13	3	—	—	—

One school under joint R.C. and E.C. management.

and Principal Town, the Population, Number of National Schools in Operation Average Daily Attendance of Pupils for the Year 1907—*continued.*

LEINSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						QUEEN'S COUNTY—*con.*
						RURAL DISTRICTS.
1	40	2,840	2,718	1,825	67·1	Abbeyleix.
—	15	1,257	1,075	751	69·9	Athy No. 2.
—	37	2,564	2,360	1,505	63·8	Mountmellick (excluding the towns of Maryborough and Mountmellick).
—	11	628	606	434	71·6	Slievemargy.
—	9	653	717	464	64·7	Roscrea No. 3.
1	112	7,942	7,476	4,979	66·6	Total.
2	118	9,324	8,514	5,709	67·1	Total for County.
						CO. WESTMEATH.
						URBAN DISTRICT AND PRINCIPAL TOWN.
1	8	1,419	1,225	940	76·7	Athlone.
—	2	607	472	342	72·5	Mullingar.
1	10	2,026	1,697	1,282	75·5	Total.
						RURAL DISTRICTS.
—	21	1,778	1,764	1,119	63·4	Athlone.
—	9	631	544	342	62·9	Ballymore.
—	13	670	641	402	62·7	Coole.
1	23	1,257	1,348	903	67·	Delvin.
—	3	416	410	300	73·2	Kilbeggan
—	63	3,933	3,410	2,326	68·2	Mullingar (excluding the town of Mullingar).
1	132	8,685	8,117	5,392	66·4	Total.
2	142	10,711	9,814	6,674	68·	Total for County.
						CO. WEXFORD.
						URBAN DISTRICTS AND PRINCIPAL TOWN.
2	4	1,304	954	647	67·8	Enniscorthy.
1	6	1,416	935	639	68·3	New Ross.
—	6	2,578	2,095	1,511	72·1	Wexford.
—	3	416	335	248	74·	Gorey.
3	19	5,714	4,319	3,045	70·5	Total.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of All Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of Other Denominations.
CO. WEXFORD—*con.*							
RURAL DISTRICTS.							
Enniscorthy, ...	25,801	5,374	38	7	—	—	—
Gorey (excluding the town of Gorey).	14,285	3,208	23	8	—	—	—
New Ross, ...	17,696	3,798	35	4*	1*	—	—
Wexford, ...	21,671	4,692	37	5	—	—	—
Total, ...	79,453	17,072	133	24	1	—	—
Total for County,	104,104	23,296	146	27	1	—	—
CO. WICKLOW.							
URBAN DISTRICTS AND PRINCIPAL TOWN.							
Bray, ...	7,424	1,775	4	2	1	—	—
Wicklow, ...	3,288	844	2	1	—	—	—
Arklow, ...	4,944	1,365	3	2	—	1	—
Total, ...	15,656	3,984	9	5	1	1	—
RURAL DISTRICTS.							
Baltinglass No. 1, ..	9,675	2,256	19	9	—	—	—
Naas No. 2, ...	3,033	701	4	3	—	—	—
Rathdown No. 2, ..	5,057	1,213	3	6	—	—	—
Rathdrum (excluding the town of Arklow).	18,457	4,589	37	10	—	—	—
Shillelagh, ...	8,946	2,132	14	8	—	—	—
Total, ...	45,168	10,891	77	36	—	—	—
Total for County,	60,824	14,875	86	41	1	1	—

*One case of joint E.C. and Pres. management.

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

LEINSTER.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls	County and District.
Under Official Management.	Total.					
						CO. WEXFORD—*con.*
						RURAL DISTRICTS.
—	45	2,896	3,150	2,035	64·6	Enniscorthy
1	32	1,860	1,742	1,081	62·1	Gorey (excluding the town of Gorey).
—	39	2,479	2,349	1,571	66·9	New Ross.
1	43	2,651	2,780	1,770	63·7	Wexford.
2	159	9,886	10,021	6,457	64·4	Total.
5	178	15,600	14,340	9,502	66·3	Total for County.
						CO. WICKLOW.
						URBAN DISTRICTS AND PRINCIPAL TOWN.
—	7	1,333	1,203	838	69·7	Bray.
—	3	751	591	383	64·8	Wicklow
—	6	1,073	1,016	731	71·9	Arklow.
—	16	3,157	2,810	1,952	69·5	Total.
						RURAL DISTRICTS.
1	29	1,924	1,700	1,148	67·5	Baltinglass No. 1.
—	7	371	379	251	66·2	Naas No. 2.
—	9	635	567	406	71·6	Rathdown No. 2.
1	48	3,108	2,615	1,648	63·	Rathdrum (excluding the town of Arklow).
1	23	1,854	1,526	944	61·9	Shillelagh.
3	116	7,892	6,787	4,397	64·8	Total.
3	132	11,049	9,597	6,349	66·2	Total for County.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of All Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of Other Denominations.
CO. GALWAY.							
URBAN DISTRICTS AND PRINCIPAL TOWNS.							
Ballinasloe, ...	4,904	1,048	3	1	1	—	—
Galway, ...	13,426	3,469	9	—	—	—	—
Loughrea, ...	2,557	716	2	—	—	—	—
Tuam, ...	2,896	732	2	1	—	—	—
Total, ...	23,783	5,965	16	2	1	—	—
RURAL DISTRICTS.							
Ballinasloe No. 1, ..	10,694	2,723	26	2	—	—	—
Clifden, ...	18,768	5,775	50	2	—	—	—
Galway, ...	23,039	6,527	50	1	—	—	—
Glennamaddy, ..	16,577	4,835	37	—	—	—	—
Gort, ...	12,286	2,900	20	3	—	—	—
Loughrea (excluding the town of Loughrea).	17,569	4,589	37	—	—	—	—
Mount Bellew, ..	15,019	4,236	34	2	—	—	—
Oughterard, ...	17,732	5,477	38	3	—	—	—
Portumna, ...	9,054	2,148	22	1	—	—	—
Tuam (excluding the town of Tuam).	28,028	7,496	62	1	—	—	—
Total, ...	168,766	46,706	376	15	—	—	—
Total for County,	192,549	52,671	392	17	1	—	—
CO. LEITRIM.							
URBAN DISTRICT.							
Nil.							
RURAL DISTRICTS.							
Ballinamore, ...	8,887	2,414	21	4	—	—	—
Carrick-on-Shannon, ..	13,039	3,446	35	5	—	1	—
Kinlough, ...	5,229	1,192	12	1	—	—	—
Manorhamilton, ..	22,334	6,118	59	12	—	1	—
Mohill, ...	19,854	5,405	40	8	—	—	—
Total, ..	69,343	18,575	167	30	—	2	—
Total for County,	69,343	18,575	167	30	—	2	—

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

CONNAUGHT.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						CO. GALWAY.
						URBAN DISTRICTS AND PRINCIPAL TOWNS.
1	6	1,041	812	584	71·9	Ballinasloe.
3	12	3,039	2,210	1,539	69·6	Galway.
—	2	830	583	423	72·6	Loughrea.
—	3	707	702	470	67·	Tuam.
4	23	5,617	4,307	3,016	70·	Total.
						RURAL DISTRICTS.
—	28	1,598	1,856	1,061	57·2	Ballinasloe No. 1.
—	52	3,313	3,378	2,216	65·6	Clifden.
—	51	3,857	4,454	2,643	59·3	Galway.
—	37	2,348	3,216	1,809	56·3	Glennamaddy.
1	24	2,062	1,831	1,140	62·3	Gort.
—	37	2,516	3,071	1,696	55·2	Loughrea (excluding the town of Loughrea).
1	37	2,592	3,082	1,772	57·5	Mount Bellew.
—	41	2,992	3,136	1,771	56·5	Oughterard.
1	24	1,757	1,712	1,036	60·5	Portumna.
—	63	4,315	5,030	3,167	63·	Tuam (excluding the town of Tuam).
3	394	27,350	30,766	18,311	59·5	Total.
7	417	32,967	35,073	21,327	60·8	Total for County.
						CO. LEITRIM.
						URBAN DISTRICT.
						Nil.
						RURAL DISTRICTS.
—	25	1,368	1,571	826	52·6	Ballinamore.
1	42	3,217	2,516	1,509	60·0	Carrick-on-Shannon.
—	13	644	637	343	53·8	Kinlough.
1	73	4,161	4,191	2,313	55·2	Manorhamilton.
1	49	3,265	3,810	2,211	58·	Mohill.
3	202	12,655	12,725	7,202	56·6	Total.
3	202	12,655	12,725	7,202	56·6	Total for County.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of All Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of Other Denominations.
CO. MAYO.							
URBAN DISTRICTS.							
Ballina, ...	4,505	1,215	3	1	—	—	—
Castlebar, ...	3,585	744	2	1	—	—	—
Westport, ...	3,892	1,076	2	1	—	—	—
Total, ...	11,982	3,035	7	3	—	—	—
RURAL DISTRICTS.							
Ballina, ...	20,148	5,685	41	2	1	—	—
Ballinrobe, ...	21,238	5,716	35	7	—	—	—
Belmullet, ...	13,845	4,019	24	—	—	—	—
Castlebar, ...	22,937	6,453	47	—	—	—	—
Claremorris, ...	25,820	7,496	51	—	—	—	—
Killala, ...	8,254	2,157	18	—	2	—	—
Swineford, ...	44,162	12,681	99	—	—	—	—
Westport, ...	30,780	9,024	67	9	—	—	—
Total, ...	187,184	53,231	382	18	3	—	—
Total for County,	199,166	56,266	389	21	3	—	—
CO. ROSCOMMON.							
PRINCIPAL TOWNS.							
Boyle, ...	2,477	617	2	1	1	—	—
Roscommon, ...	1,891	446	2	1	—	—	—
Total, ...	4,368	1,063	4	2	1	—	—
RURAL DISTRICTS.							
Athlone No. 2, ..	10,701	3,065	27	—	—	—	—
Ballinasloe No. 2, ..	3,681	1,146	8	—	—	—	—
Boyle No. 1 (excluding the town of Boyle).	14,391	3,596	39	2	—	—	—
Carrick-on-Shannon No. 2,	6,241	1,489	14	2	—	—	—
Castlerea, ...	33,576	9,238	73	2	—	—	—
Roscommon (excluding the town of Roscommon).	13,273	3,353	29	2	—	—	—
Strokestown, ...	15,560	3,606	40	1	—	—	—
Total, ...	97,423	25,493	230	9	—	—	—
Total for County,	101,791	26,556	234	11	1	—	—

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

CONNAUGHT.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						CO. MAYO.
						URBAN DISTRICTS.
1	5	1,024	889	469	52·8	Ballina.
1	4	812	767	514	67·	Castlebar.
1	4	843	701	527	75·2	Westport.
3	13	2,679	2,357	1,510	64·1	Total.
						RURAL DISTRICTS
—	44	2,935	3,465	1,800	51·9	Ballina.
1	43	3,653	3,475	2,052	59·1	Ballinrobe.
1	25	1,598	2,078	1,196	57·6	Belmullet.
—	47	3,191	3,778	2,065	54·7	Castlebar.
1	52	4,724	5,251	3,135	59·7	Claremorris.
1	21	1,289	1,325	764	57·7	Killala.
1	100	7,751	8,773	4,852	55·3	Swineford.
—	76	4,788	5,626	3,253	57·8	Westport.
5	408	29,929	33,771	19,117	56·6	Total.
8	421	32,608	36,128	20,627	57·1	Total for County.
						CO. ROSCOMMON.
						PRINCIPAL TOWNS.
1	5	1,071	595	414	69·6	Boyle.
—	3	988	535	413	77·2	Roscommon.
1	8	2,059	1,130	827	73·2	Total.
						RURAL DISTRICTS.
—	27	1,741	1,980	1,203	60·8	Athlone No. 2.
—	8	422	666	347	52·1	Ballinasloe No. 2.
—	41	2,518	2,506	1,555	62·1	Boyle No. 1 (excluding the town of Boyle).
—	16	1,106	989	607	61·4	Carrick-on-Shannon No. 2.
1	76	6,290	6,590	3,817	57·9	Castlerea.
—	31	1,856	2,123	1,254	59·1	Roscommon (excluding the town of Roscommon).
1	42	3,094	2,659	1,590	59·8	Strokestown.
2	241	17,027	17,513	10,373	59·2	Total.
3	249	19,086	18,643	11,200	60·1	Total for County.

RETURN showing for each County, County Borough, Rural District, Urban District, the Accommodation, Average Number of Pupils on the Rolls, and the

PROVINCE OF

County and District.	Population (Census, 1901).		National Schools in Operation on 31st				
	Of All Ages.	Over 3 and under 15 years of age.	Under R.C. Management.	Under E.C. Management.	Under Pres. Management.	Under Meth. Management.	Under Management of Other Denominations.
CO. SLIGO.							
URBAN DISTRICT.							
Sligo, ...	10,870	2,620	7	2	—	—	—
RURAL DISTRICTS.							
Boyle No. 2, ..	13,757	3,478	38	1	—	—	—
Dromore West, ..	13,034	3,382	30	5	1	—	—
Sligo, ...	27,218	6,956	71	13	1	—	—
Tobercurry, ...	19,204	5,073	37	3	—	—	—
Total, ...	73,213	18,889	176	22	2	—	—
Total for County,	84,083	21,509	183	24	2	—	—

and Principal Town, the Population, Number of National Schools in Operation, Average Daily Attendance of Pupils for the Year 1907—*continued.*

CONNAUGHT.

December, 1907.		Accommodation, allowing 10 sq. feet of floor space per Pupil.	Average Number of Pupils on the Rolls.	Average Daily Attendance of Pupils.	Percentage of Average Daily Attendance to Average Number on the Rolls.	County and District.
Under Official Management.	Total.					
						CO. SLIGO.
						URBAN DISTRICT.
4	13	2,534	1,949	1,461	75·	Sligo.
						RURAL DISTRICTS.
—	39	2,474	2,323	1,335	57·5	Boyle No. 2.
1	37	2,253	2,345	1,280	54·6	Dromore West.
—	85	4,921	4,791	3,022	63·1	Sligo.
1	41	2,912	3,328	1,863	56·	Tobercurry
2	202	12,560	12,787	7,500	58·7	Total.
6	215	15,094	14,736	8,961	60·8	Total for County.

STATEMENT OF ACCOUNT

FROM

1ST APRIL, 1907, TO 31ST MARCH, 1908,

SHOWING THE FUNDS AT THE DISPOSAL

OF

THE COMMISSIONERS

OF

NATIONAL EDUCATION, IRELAND,

AND HOW THESE FUNDS HAVE BEEN DISTRIBUTED.

R. NAISH,
Accountant.

The following STATEMENT of ACCOUNT will show the FUNDS at have been

CHARGE.	£	s.	d.	£	s.	d.
The balance on 1st April, 1907,			—	13,037	4	8
Parliamentary Grant.						
Ordinary Grant, 1907–1908,	£1,147,860	0	0			
Special Grant in aid of Teachers' Pension Fund,	18,000	0	0			
School Grant,	242,500	0	0			
				1,408,360	0	0
Grant from Ireland Development Fund,				60,603	19	1
Appropriations in Aid.						
Miscellaneous Receipts in aid of the Vote for 1907–1908,				200	2	2
Miscellaneous.						
Private Contribution Fund:— Dividends on Legacies and Donations (private contributions) invested in Government Securities,				363	5	4
School Fees received from Pupils attending Model Schools,				1,731	6	1
Sundry repayments of moneys due to the account of the Vote of previous year (1906–07),				395	6	3
Income Tax deductions, payable to Inland Revenue Department,				1,408	13	8
Stoppages from Quarterly Salaries of Teachers of one-fourth Premiums for Pensions, under Act 42 & 43 Vic., c. 74, 1879,				24,792	6	11
Premiums of Insurance of Sundry Officers in Service of Board (North British and Mercantile Insurance Company),				1,629	19	2
Carried forward,				1,512,522	3	4

the disposal of the COMMISSIONERS in 1907-1908, and how they distributed;—

DISCHARGE.	£ s. d.	£ s. d.
OFFICE IN DUBLIN:		
Salaries and Wages,	23,852 16 5	
Travelling Expenses,	1,071 4 5	
Legal Expenses,	554 0 4	
Rent,	115 7 8	
Incidental Expenses,	434 15 0	
		26,028 3 10
INSPECTION:		
Salaries,	34,612 2 9	
Travelling and Personal Allowances,	14,136 11 6	
		48,748 14 3
TRAINING:		
Marlborough-street Training College(*a*),	25,894 10 3	
Training Colleges, under local management, (*b*)	47,323 8 6	
Prizes to King's Scholars for Irish, &c.,	195 0 0	
		73,412 18 9
MODEL SCHOOLS (Special Expenditure—Maintenance, Pupil Teachers, and Special Teachers, Matrons, &c.):		9,085 5 5
NATIONAL SCHOOLS GENERALLY:		
Salaries and Capitation payments in Ordinary and Model Schools, Day and Evening, of Principal and Assistant Teachers (*c*), Junior Assistant Mistresses, Workmistresses, and Monitors; also fees for Special Subjects.	1,258,761 14 9	
Retiring Gratuities,	702 9 3	
Incidental Expenditure,	23 10 7	
Free Grants of Books and School Requisites (*d*).	278 3 9	
School Fees paid to Model School Teachers,	1,717 6 9	
		1,261,483 5 1
MISCELLANEOUS:		
Easter and July Examination Expenses,	873 18 9	
Organizing Teachers,	716 12 5	
Commission to Local Postmasters,	141 1 3	
		1,731 12 5
Carried forward,	—	£1,420,489 19 9

(*a*) Includes £12,396 14*s.* paid out of Grant from Ireland Development Fund towards cost of providing a new Residence for King's Scholars in Marlborough Street Training College.

(*b*) Includes £3,379 5*s.* 1*d.* paid out of Grant from Ireland Development Fund towards cost of additional King's Scholars in Our Lady of Mercy and De La Salle Training Colleges.

(*c*) Includes £35,728 paid out of Grant from Ireland Development Fund for Salaries of Assistant Teachers recognised on an average attendance of 50 pupils, and £8,963 7*s.* 7*d.* out of the same Grant in respect of the Salaries of Junior Assistant Mistresses.

(*d*) The total Free Stocks granted in 1907-1908 amounted to £331 9*s.* 10*d.* as follows:—Ordinary National Schools, £278 3*s.* 9*d.*; Model Schools £53 6*s.* 1*d.*

STATEMENT of ACCOUNT—*continued.*

	£	s.	d.
Brought forward,	1,512,522	3	4
Total,	£ 1,512,522	3	4

EXPENDITURE during the Year—*continued.*

	£ s. d.	£ s. d.
Brought forward,	—	1,420,489 19 9
MANUAL AND PRACTICAL INSTRUCTION:		
Salaries, Travelling, &c., . . .	8,971 17 11	
Equipment Grants, ...	827 6 3	
		9,799 4 2
Moieties of Rentcharge of Teachers' Residences repaid by Commissioners, .	—	6,076 12 11
Private Contribution Fund, Payments to Schools from, ...	—	397 9 9
Grant in aid of Teachers' Pension Fund, paid over to Teachers' Pension Office, .	—	18,000 0 0
INCOME TAX:		
Payments to Inland Revenue Department of deductions for Income Tax, .	—	1,493 19 3
Payment to Pensions Fund of amounts stopped from Quarterly Salaries of Teachers, under the Act 42 & 43 Vic., c. 74, 1879, ...	—	24,792 6 11
Insurance Premiums paid over to North British and Mercantile Insurance Co., .	—	1,629 19 2
Sundry debits to the Vote for 1906–1907,	—	124 6 5
Balance of Parliamentary Vote of 1906–1907 surrendered, . . .	—	11,671 3 3
Balance on 31st March, 1908, . . £		18,047 1 9
Total, . . . £		1,512,522 3 4

NAMES OF THE COMMISSIONERS

OF

NATIONAL EDUCATION IN IRELAND

On June 30th, 1908,

ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS.

	Year of Appointment.
Sir Henry Bellingham, Bart., D.L.,	1890
Right Hon. Christopher Palles, Lord Chief Baron, LL.D.	1890
Rev. Henry Evans, D.D.,	1890
Right Hon. Sir Rowland Blennerhassett Bart., LL.D., D.L.,	1891
His Honour Judge Shaw,	1891
Sir Stanley Harrington, J.P.,	1895
Wm. R. J. Molloy, Esq., J.P.,	1895
Right Rev. Mervyn Archdall, D.D., Bishop of Killaloe,	1897
William Joseph Myles Starkie, Esq., M.A., Litt.D. (*Resident Commissioner*),	1899
Anthony Traill, Esq., LL.D., M.D., F.R.C.S.I., F.R.C.P.I., D.L., Provost of Trinity College, Dublin,	1901
Right Hon. Lord Frederick FitzGerald,	1902
Rev. David A. Taylor, M.A., D.D.,	1902
Right Hon. Lord Killanin,	1904
Most Rev. Patrick Foley, D.D., Bishop of Kildare and Leighlin,	1905
Edward John Gwynn, Esq., M.A., F.T.C.D.,	1905
Gerald Dease, Esq., D.L.,	1905
Right Hon. Mr. Justice Ross,	1905
Richard Bagwell, Esq., M.A., D.L.,	1905
Lieutenant-General Sir William F. Butler, G.C.B.,	1907
Rev. John C. Clarke, D.D.,	1908

Dublin Castle,

19*th August*, 1908.

Gentlemen,

I have to acknowledge the receipt of your letter of the 17th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Seventy-fourth Report of the Commissioners of National Education in Ireland.

I am, Gentlemen,

Your obedient Servant,

(Signed), J. B. DOUGHERTY.

The Secretaries,

Office of National Education,

Dublin.

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THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, BELFAST,

FOR

THE YEAR 1907-1908.

Presented to both Houses of Parliament by Command of His Majesty.

DUBLIN:
PRINTED FOR HIS MAJESTY'S STATIONERY OFFICE,
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THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, BELFAST,

FOR THE

YEAR 1907–1908.

TO THE KING'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

I have the honour to present to Your Majesty my annual Report on the condition and progress of Queen's College, Belfast, during the academic year 1907-8.

I shall speak first of—

THE PROFESSORIATE.

One addition was made during the year, Mr. Robert Mitchell Henry, M.A., being appointed to the Chair of Latin *vice* Professor Dougan, M.A., whose sudden and lamented death I announced in my last Report. Mr. Henry is an old student of our own. During his career in this College he won a Scholarship every year. He took the Degree of B.A. with First Class Honours in Ancient Classics, and a First Class Exhibition, in the Royal University of Ireland in 1893; in 1898 gained the Degree of M.A. with First Class Honours, and the University Studentship in Classics; and in 1900 was elected, after examination, a Junior Fellow of the University in Classics. He is also a Graduate of the University of London, having taken his Degree in 1896 with First Class Honours in Classics, being recommended for the University Scholarship in Classics. Since his election to a Fellowship in the Royal University he has devoted much time to original research and literary work in classical subjects. He collaborated during the last three years with the late Professor Dougan in preparing a volume of his edition of Cicero's *Tusculan Disputations*, and the materials which had been collected have been placed in his hands with the request that he would complete the work. This, I am glad to say, he will do.

Already the value of Mr. Henry's appointment has been amply proved, and we look forward to a long continuance of the happiest results from it.

I have also the pleasure of reporting the following further additions to our staff:—Mr. R. Marriott Smiley, B.A., as Reader in Ancient Classics; Mr. A. L. Higgins, A.R.C.S., as Assistant in the Engineering Department; Mr. C. R. Crymble, B.A., as Assistant in the Chemistry Department; Mr. Thomas Dewhurst, A.R.C.S., as Assistant in the Natural History Department; Mr. J. Stuart Dickey, M.B., and Mr. Rowland Hill, B.A., M.B., as Assistants in the Anatomy Department; and Mr. Robert Jamison, M.B., as Assistant in Medicine. Our staff is now much larger than it ever was before. Subjects which in former days were linked with others under a single professor, with all the resultant disadvantages of such an arrangement, have now been constituted units, and placed in charge of special teachers, each an expert in his own branch. The advantage of this change to the progress of research and the interests of education can scarcely be exaggerated. Further progress still requires to be made in the same direction. But the nature and importance of the advance which has been already gained may be gathered from the fact that, whereas twenty years ago the entire teaching staff of the College consisted of twenty members, it now numbers over forty.

To our great regret, Professor Graham was unable, owing to ill-health, to lecture during the session. His duties were, however, very faithfully and efficiently discharged by a *locum tenens*—Mr. James Anderson, M.A., one of our students, who, after a distinguished career with us, was last autumn awarded by the Royal University the Studentship in History, Political Economy, and Political Science.

The Students.

The number of students in attendance on lectures was larger during the session under review than it has been for many years past. Whether this advance was due, in whole or in part, to the recent great enlargement and improvement of our buildings and equipment, and the increase of our teaching staff, or to other causes, it was very noticeable and gratifying. As a matter of fact, notwithstanding the additions which were so lately made to our premises, some of the departments already exhibit signs of becoming overcrowded, so that further accommodation is being provided in several cases. The numbers attending lectures in the Faculty of Arts and in the School of Engineering especially showed noticeable increases, and the attendance in the Medical School continued to be very large. The exact statistics of each department are given in tables which I have caused to be placed in the Appendix to this Report.

I have pleasure in reporting a particularly large attendance of

Lady Students,

the largest that we have ever had. They now form a notable and valuable, as well as pleasing feature of our academic life,

and they have succeeded, in many instances, in winning their way to very high places on our Honours Lists. So great were their numbers last session that we were obliged, not unwillingly, to provide them with an additional "Ladies' Room." They have now, therefore, two large private retiring rooms reserved for their exclusive use and provided with all requisite accommodation for their convenience and comfort, where they feel quite at home during the intervals between lectures. It is intended, as soon as possible, to still further improve this accommodation by erecting new and still better and larger Ladies' Rooms. Indeed, I hope it will not be long ere we shall have also a Ladies' Hostel provided in proximity to the College, where lady students can reside under the superintendence of a suitable resident head. Lady students are evidently going to be in the future a prominent and important feature of our academic life. I am sincerely glad to believe that this is to be the case. Their admission to our College as students, with exactly the same rights as men, is one of the events of my Presidency on which I look back with sincerest pleasure. Nothing but good has come of what was at the time looked upon by some as a bold (by not a few, a mistaken) step. It is proposed in the new University of Belfast to carry this revolution to a point not before even dreamt of, for in the Charter it is intended to enact that all offices and positions in the University (from the highest to the lowest) shall be open to women. Of this proposal I entirely approve.

The Examinations

for our Scholarships, Studentships, and other honours were held, as usual, at the commencement of the Winter Session. There was a remarkably large entry for them, over a hundred students competing altogether, and the answering was of so high a level that the Council thought it right to award additional prizes in several instances.

In the competition for the Entrance Scholarships a pupil of the Methodist College, Belfast, Mr. Alexander Egan, gained the first place on the Classical side, and a pupil of the Ballymena Academy, Mr. Noel William Patton, the first on the Mathematical, while a pupil of the Upper Sullivan School, Holywood, Miss Georgiana Collingwood Bonynge, took the first Modern Literature Scholarship. The other schools which sent up successful candidates for Entrance Scholarships were the Royal Academical Institution, Belfast; Campbell College; the Mercantile College, Belfast; Lurgan College, and the Royal School, Dungannon.

On our nomination, Mr. Richard Thomas Beatty, B.E., M.A., was appointed to one of the Research Scholarships (of £150 per annum, for two years), founded by the Royal Commissioners of the Exhibition of 1851.

At the Royal University the successes of our students were even more remarkable than usual. In autumn, they actually succeeded in carrying off all the Studentships (value

£300 each) which were awarded. These were respectively in the departments of Classics, Mathematics, Mental Science, and History with Economic Science. The four gentlemen who achieved this notable victory were Mr. Richard Scandrett, Mr. James R. Riddell, Mr. James Stevenson, and Mr. James Anderson. Another great honour was a Gold Medal awarded for highly distinguished answering at the M.D. examination to Mr. W. J. Wilson. The number of exhibitions and other honours gained by Belfast men was also very large.

At the Spring Examinations this year the results were very similar. Once more all the Exhibitions awarded at the M.B. Examinations were gained by our students, viz., by Mr. Robert G. Kevin, Mr. Arthur H. Joy, and Mr. Joseph G. Johnson. All the honours awarded, except one, were also gained by Belfast men. At the Third Examination, one First Class Exhibition was gained by a Belfast man, Mr. W. W. D. Thomson, who also took first of First Class Honours. At the Second Examination an Exhibition was won by Mr. W. K. Calwell. It is, I think, evident that the reputation of our students shows no sign whatever of waning. A list of other honours of various kinds gained by them during the year will be found in the Appendix to this Report.

Religious Supervision.

During the Session the College had upon its roll the names of members of all the chief religious bodies to be found in Ulster, and, as usual, the provisions made in our Statutes, for the supervision of the students, and their instruction in the tenets of their respective Churches, were carried out by the several Deans of Residences who have been appointed for that purpose by Warrant under the Royal Sign Manual. At the commencement of the Session each Dean was furnished by the Registrar, according to custom, with a list of the names and addresses of the students belonging to his Church, and I now append the reports which I have received from the Deans as to the manner in which their responsible duties were discharged, and as to their opinion of the conduct of the students committed to their care. I give the reports in the order of the seniority of the Deans.

"St. Andrew's Rectory,
"University-square,
"*June 12th*, 1908.

"Dear Mr. President,—I have much pleasure in reporting most favourably and approvingly of the conduct and deportment of the Church of Ireland students in Q. C., B., during the past year.

"In every way they have shown diligence in their studies and propriety in home life, whilst not forgetful of the claims of physical enjoyment in the open air games so necessary to all students.

"I remain, dear Mr. President,
"Very faithfully yours,
"Edw. Busby, Clk., ll.d., t.c.d.,
"Dean of Residences, I.C."

"College Park,
"Belfast,
"11*th June*, 1908.

"DEAR DR. HAMILTON,—I have much pleasure in reporting that, as far as known to me, the conduct and character of the Presbyterian students during the past session were excellent.

"I conducted a weekly class in the College for Bible study, and was much pleased with the keen interest taken in it by those who were able to attend, especially by the members of the Students Christian Union.

"I am,
"Yours sincerely,
"MATTHEW LEITCH."

"Methodist College,
"Belfast,
"6*th June*, 1908.

"DEAR MR. PRESIDENT,—During the past year, so far as I have been informed, the Methodist students of the Queen's College have conducted themselves in a highly satisfactory manner.

"I am,
"Very faithfully yours,
"WM. NICHOLAS, D.D.,
"Methodist Dean of Residences."

"Clontarf,
"Derryvolgie-avenue,
"Belfast.

"MY DEAR PRESIDENT,—I was, unfortunately, abroad during the greater part of last session and was unable, accordingly, to show the friendly interest in the students under my charge which I should have liked. No complaints of any kind have reached me, and I have every reason to believe that they have conducted themselves in such a way as to do credit to themselves and the good name of the College.

"I am,
"Very faithfully yours,
"WM. H. DRUMMOND,
"Dean of Residences for the Association of Non-Subscribing Presbyterians."

THE LIBRARY.

The following report on the working of the Library during the year has been furnished to me by the Librarian :—

"The Library,
"1*st June*, 1908.

"DEAR MR. PRESIDENT,—The accompanying tables show that extensive additions have been made to the stock of books, now numbering over 60,000 volumes. Unfortunately, no addition has been made to the shelf-space, and the congestion, to which I have referred in previous Reports, has become a matter of serious concern. The Tower Room in the main building, which has been used for the storage of editions of

scientific works not in demand, is no longer at our disposal. Frequent complaints have been made to me of the inadequate accommodation in the Reading-rooms. This year it was found necessary to grant permission to senior students to read in the Gallery, which was closed last year, when we were compelled to use the floor for the stacking of unplaced volumes. The increasing number of readers—members of the College and others admitted under the new Rule No. 12—has added to the difficulties of management.

"That the usefulness of the Library is seriously lessened has been made clear in your last report to His Majesty and in the report of the Special Committee of Investigation. The longer the delay in relieving the congestion, the more difficult and expensive will be the labour of putting this important department in good order. One of the heaviest tasks will be the arrangement of the collection in subject-divisions. At the foundation of the Library, and for some decades thereafter, new books were placed beside those dealing with the same subject, but for many years past the "overflows" in each section have been accommodated wherever space could be found.

"The urgent needs of the Library appear to be:—

"1. Extension of the building, giving (*a*) shelf-space for volumes to be added; (*b*) rooms for storage, for the preparation of the catalogues and lists, and for other administrative work; and (*c.*)increased reading-room space, together with improved accommodation in the existing reading-rooms.

"2. Re-arrangement of the collection, involving the alteration of press marks, the preparation of a shelf-catalogue, and other clerical work.

"3. The appointment of additional trained assistants for the carrying out of the changes referred to under "2," and for the performance of other duties necessary in a library of this size; and (*b*) the exclusive service of a porter or cleaner for the better preservation of the collection and furniture.

"I remain,

"Yours very sincerely,

"G. Gregory Smith."

"To the Rev. the President,

"Queen's College,

"Belfast."

I sincerely hope that the congested condition of the Library, referred to by our Librarian, will ere long be effectually relieved. No department of the College is in more constant use or is more necessary to the due prosecution of our work. I am glad to say that our Better Equipment Fund made a grant of £300 to the Library last year, and this it has increased to £400 for the coming year.

During the year there were added to the Library 1,521 publications, and the number of volumes bound was 350, making 1,871 altogether. The annual rate of increase in the contents of the Library is sufficient indication in itself of the necessity for larger accommodation. The total number of volumes on the shelves is much over 60,000. The number of literary and scientific journals subscribed for is 158; 73 of these being English and 85 foreign. These periodicals, which are quite indispensable for purposes of research and advanced study, are eventually bound and placed on the shelves for preservation and reference.

A large number of volumes were presented to the Library during the year. In the Appendix a full list of these will be found, and I must express, on behalf of the College, our indebtedness to those thoughtful friends to whom we owe these additions to the contents of our book cases.

The Library Committee for the year consisted, in addition to the Librarian and myself, of Professors Freund, Park, Henry, Dixon, Letts, Gregg Wilson, Symington, Milroy, and Lindsay. They met monthly, and were most assiduous in their attention to the duty committed to them.

The Museums.

The various museums were carefully maintained, under the charge of their respective curators, during the year.

Respecting the Natural History Museum, Professor Gregg Wilson reports that many additions were made to its contents, and that it was in constant use during the session.

Of the Medical Museum Professor Symington furnishes a similar report.

Professor Symmers sends me the following interesting report :—

"Queen's College,
"Belfast,
"*June* 22*nd*, 1908.

"Dear Sir,—During the past year the Pathological Museum has been presented with a valuable series of microscopic preparations of the central nervous system. This series consists of 1,200 individual specimens, and was prepared by the late Dr. R. A. L. Graham. The specimens were presented by Dr. Wm. Graham, of Purdysburn, to be kept in memory of his nephew, to whose skill and patience their preparation was due.

"It is intended to preserve these preparations in a special case, with an appropriate inscription, not only on account of their intrinsic value, but also as a memento of Dr. Graham, to whose untimely death I venture to refer with respectful sympathy.

"I am, Sir,
"Faithfully yours,
"Wm. St. C. Symmers."

"President Hamilton,
"Queen's College."

The Materia Medica Museum has been practically rebuilt during the year, and is much enlarged, entirely refitted, and greatly improved in many other ways.

For the Museum of Hygiene, which has hitherto been inconveniently housed in a portion of one of the Chemical laboratories, a large new apartment has now been specially provided, into which the entire collection of exhibits will shortly be transferred. Dr. O'Neill, its Curator, reports that it has been well used during the year.

A new room for a Museum of Chemistry has also been erected. It will be supplied with a collection of specimens and apparatus, which will be sure to serve many useful purposes.

THE STUDENTS' SOCIETIES

appear to have had useful and successful sessions during the year.

The Literary and Scientific Society, which will next year enter upon the sixtieth year of its history, had as its President Mr. John Corry Arnold, B.A. A visit from the Right Hon. Augustine Birrell, M.P., Chief Secretary for Ireland, on 23rd November, and an address with which he favoured a crowded meeting in the Union, marked a red letter day in its history.

Dr. Warnock was president of the Medical Students' Association. It was favoured with a most welcome visit from Professor Benjamin Moore, of the University of Liverpool, an honoured and well-remembered *alumnus* of our College, who delivered a most interesting address on "Universities, Ancient and Modern."

The Union Society continues to discharge its important functions with much zeal and success. The president last session was Mr. James Ferguson, B.A., and the membership continues to grow. Recent renovations of the buildings have much increased their comfort and attractiveness. The library catalogue has been checked and revised during the year, and the books arranged in the order of subjects by Mr. Melville C. Irwin. Several acceptable volumes have been presented. The accounts for the year have been audited and vouched by Messrs. Stewart Blacker Quin and Co., Chartered Accountants, and show the financial position of the Society to be sound. It is a great matter that students can have comfortable meals and many kinds of intellectual and social enjoyment, such as the Union provides.

The Students' Representative Council, which has come to occupy an important place in the economy of the College, has as its president Mr. Cecil R. Crymble, B.A., and had a busy and eventful year. On its invitation, the British University Students' Congress held its annual meetings in our College on 25th, 26th, and 27th June. These proved most interesting and successful under Mr. Crymble's presidency. The delegates from England, Scotland, Wales, and Ireland were the guests of various kind hosts in Belfast, and a well-planned and successfully carried out programme of social functions helped to render the occasion as enjoyable as it was useful.

A new society was established during the session, whose advent I warmly welcome, "The Queen's College Classical Society." Its inaugural meeting was held on 6th March last, when an admirable address on "The Emperor Hadrian and His Times" was delivered to a large meeting by the newly elected president, Professor Dill, Litt.D., LL.D. The Society is calculated to exercise an important influence in promoting the study of the ancient classics, which, ever since the days of MacDouall and Reichel, have been sedulously cultivated amongst us. A promised visit, early next session, from Mr. S. H. Butcher, M.P., is being eagerly looked forward to.

Other students' societies and clubs are "The Christian Union," "The Football Club," "The Athletic Club," "The Hockey Club," "The Tennis Club," "The Gymnasium Club," "The Swimming Club," "The Golf Club," "The Cricket Club," and "The Chess Club." All seem to be working busily and usefully.

Nor must I omit to chronicle a most interesting and successful public meeting in connection with the College Gaelic Society, held in the Examination Hall on 31st January last under the presidency of Professor Henry, and addressed by Lord Castletown of Upper Ossory, Chancellor of the Royal University, the Hon Otway Cuffe, and the Rev. J. O. Hannay ("George Birmingham"). The visit gave a distinct impetus to the work of the Society, which has now quite a large roll of members.

The President of "The Association of Old Belfastmen in London" this year was James Chambers, Esq., M.D., and the Honorary Secretaries Messrs. J. Andrew Strahan, LL.B., and S. P. Kerr, B.A., B.L. The Association continues to do good by bringing together old students who desire to keep in touch with their College.

The Better Equipment Fund

continues to serve admirably the purposes for which it was founded seven years ago. Its funds are securely invested in the names of seven trustees, and the accounts supervised and periodically audited by Messrs. Stewart Blacker Quin and Co., Chartered Accountants, who kindly act as Honorary Auditors. During the year under review the College was supplied by the Fund with the means for providing Readers, Assistants, and Demonstrators in fifteen or sixteen important departments. The Fund also made a grant of £300 to the Library (to be augmented next year to £400, as already mentioned), and assisted several other departments of the College. In addition, it is to be remembered that we owe to it "The Musgrave Chair of Pathology," "The Purser Studentship in Mathematical Science," "The Riddel Demonstratorship in Pathology and Bacteriology," the Mitchell Organ, a Travelling Scholarship, large and very important additions to our buildings and equipments, and other benefits too numerous to mention. The names of the office-bearers of the Fund are given in the Appendix, and a list of the subscribers is permanently printed in the College "Calendar" *in perpetuam rei memoriam*. Of the many enterprises undertaken on behalf of the College in recent years none has been more fruitful, directly and indirectly, in happy and far-reaching consequences than the Better Equipment Fund.

Honours of the Year.

It gives me pleasure to mention that the Royal University last autumn conferred the Honorary Degree of LL.D. on Sir Otto Jaffe, one of our worthiest benefactors.

Two Queen's men have been appointed during the year to the principalships of two of our most important Belfast educational establishments, the Rev. Joseph W. R. Campbell, M.A., to the Presidency of the Methodist College, and Mr. R. A. H. MacFarland, M.A., to the Headmastership of Campbell College. The best results may be expected from both appointments. Dr. Thomas Carnwath has been appointed Assistant Medical Officer of Health in Manchester, and Professor Baxter, LL.B., Professor of Civil Law and General Jurisprudence in the University of Dublin.

For so far in this report I have been dealing with the ordinary history of the past year. But, as the good wine has ere now been kept to the last, so I have, in the concluding pages of this document, to recount a series of notable events which will always cause the late academical year to be marked in our annals with the proverbial white stone.

First, in order of time, among these is to be chronicled the successful completion of the effort to provide the students with an

Athletic Field.

In my last Report I related the history of the noble exertions of the ladies of Belfast and its vicinity to supply this long-felt want, and now I have to record the completion of this effort through the munificence of that never-failing friend of our College, Sir Donald Currie, G.C.M.G. His letter on the subject will best tell its own tale. It deserves to be recorded and preserved verbatim :—

"S.Y. Iolaire,
"Oban,
"*6th August*, 1907.

"Dear Principal Hamilton,—I have received your letter informing me of the result of the efforts made by the students and by the friends of Queen's College to secure the balance of the £5,000 required for the Recreation Ground. My promise was one-fourth, and you tell me that, owing to the inclemency of the weather at the time the bazaar was held, the success of the excellent efforts made by the ladies and friends who so kindly assisted was not what you would have certainly had in more favourable circumstances. I can well believe your exertions would have had a remarkable success if you had been favoured with the weather.

"I heard with much pleasure how earnestly Lady Londonderry, and the other ladies who so strenuously assisted to secure the necessary support to your enterprise, had acted, and so heartily. How, then, can I do otherwise than assist the College still further myself? So I shall enclose to you a cheque for £2,000 to pay off the amount required to complete the £5,000.

"Yours very truly,
"Donald Currie."

"The Rev. Principal Hamilton,
"Queen's College, Belfast."

This letter, so generously conceived, yet so modestly and unaffectedly expressed, speaks for itself. The contribution announced in it makes a total of £22,000 given by Sir Donald

Currie to Queen's College. A joint committee of the Equipment Fund and the students has been for some time engaged on the task of finding a suitable field, and it is to be hoped that their efforts will soon be crowned with success.

In connection with the winding up of this very successful effort on behalf of the Athletic Field, two well-deserved presentations were made, which I have sincere pleasure in chronicling, one from the Executive Committee to Mrs. Morton, who occupied the arduous and very important position of Honorary Secretary to the enterprise, and the other from the students to Professor Gregg Wilson, D.Sc., who, as its Chairman (and a great deal more), rendered yeoman service.

Last autumn brought with it another notable event in our history—the formal

Opening of the New Buildings,

in the erection of which we had for some time been engaged. These were fully described in my last Report, so that I require here merely to name them. They comprise "The Donald Currie Laboratories," devoted to Chemical Science; "The Musgrave Laboratories," to research and teaching in Pathology and Bacteriology; "The Jaffe Laboratories," to Physiology; "The Harland Laboratories," to Natural Philosophy and Engineering; "The Biological Laboratories," to Zoology, Botany, Palaeontology, and Geology; and "The Pharmaceutical Laboratories"; various Lecture-rooms and Class-rooms, either new, or old rooms transformed and refitted, and a new boundary wall and railing, with entrance lodge and tower. These works, it should be said, were designed in a style to harmonise with our older buildings by Mr. Robert Cochrane, LL.D., F.R.I.B.A., to whose cultivated taste and skill the College was previously much indebted, and they were ably carried out under his direction by the local officers of His Majesty's Board of Works, Mr. S. K. Kirker, Assistant Principal Surveyor, and Mr. Russell.

The late Lord Kelvin had most kindly consented to afford one more proof of his deep interest in his native place, and its College, by opening these buildings. But, to our intense regret, and that of multitudes outside, Lady Kelvin suddenly contracted a serious illness, and Lord Kelvin was unable to pay his promised visit. Our sorrow was intensified a few months later when the news reached us that we should never again have the joy of seeing the greatest of European scientists and most eminent of Belfast men within our walls.

Lord Kelvin deputed his nephew, Mr. James Thomson, M.A., son of one of our former professors, to represent him at the opening of our new buildings on 20th September last, a duty which was ably and most acceptably discharged. Mr. Thomson read to a crowded assemblage the address which his noble uncle had prepared for the historic occasion, so sadly

and unexpectedly deprived of the charm of his presence. For more reasons than one this address will live in our annals. It began as follows :—

"This is a unique day in university history. I believe I may safely say that never on one day and in one university were seven laboratories opened for scientific instruction and research. The universities of the world are headed by Belfast in its achievements of to-day.

"Queen's College, Belfast, is the University of Belfast. The good old honoured name of Queen's College, in memory of our beloved Queen Victoria, will remain for ever with the University of Belfast. But I hope that usage, lawfully anticipating law, may, from to-day forward, give to Queen's College, Belfast, provisionally its true name—the University of Belfast. Queen's College was not destined to remain a college of a federated "Queen's University of Ireland"—a university which, partly because of its being federal, was not thoroughly and conveniently successful in practice. A university has grown up in Belfast during ninety-three years from the small beginning, about 1815, of the Academical Institution, to the grandeur and completeness in which it now stands forth fully equipped for all the work of a university. The sooner the University of Belfast is officially proclaimed to be an independent national university, the better for Ireland, and the better for the world to be benefited by its work."

Little did any of us who heard these striking and almost prophetic words, dream how soon steps were to be taken to carry them into effect!

The speaker continued :—

"The great development of which the completion is commemorated to-day has come to maturity within six years from seed planted in 1901 by Principal Hamilton in his initiation of the Better Equipment Fund. This enterprise has been made a splendid success by the patriotic liberality of citizens of Belfast and many other well-wishers of Ireland. Some of the benefactors' names are happily commemorated in the titles of five of the seven laboratories. The laboratories of Physics and Engineering are named after the late Sir Edward Harland, whose widow was joined by Lord Pirrie and Mr. Wolff in the work of building and equipping them. Chemistry is happy in the Donald Currie Laboratories, and Belfast is grateful to Sir Donald Currie for his effective aid in securing the success of the Equipment Fund and for his own very generous contribution. The physiology laboratory is named after Sir Otto Jaffé, who has been a very zealous promoter of all the objects of the Equipment Fund. The laboratory of pathology is named after the late Sir James Musgrave, who was also a very zealous promoter of all the objects of the Equipment Fund, and who founded a professorial chair which bears his name. By your kind invitation I am now allowed to have the great honour of declaring open the seven laboratories—for Physics, Engineering, Chemistry, Biology, Physiology, Pathology, and Pharmacology."

These laboratories have since been in continuous use and have proved of the utmost value, not only to our own work, but to the advancement of scientific knowledge. The keenness with which ardent researchers now devote themselves to great investigations within their walls, often far into the night, is inspiring, and already has been rewarded by results of which, I am persuaded, more will yet be heard.

It would be unpardonable, I suppose, to omit from this Report mention of an occasion of deep personal interest to myself, which otherwise, just because its main interest was

personal, I should gladly have passed over. I refer to the unveiling in our Hall on 30th December last of a sumptuous

BRONZE MURAL TABLET,

on which over-generous friends have inscribed a tribute to the services which they are good enough to think I have rendered to the College. Of the bronze itself I may be allowed to say that a finer specimen of the engraver's art it has not been my fortune to see anywhere.

I cannot but feel deeply the goodness of those who have erected this monument in the College, where in youth I wore the student's gown, over whose affairs it has been my honour and happiness to preside for nineteen years, whose rapid advancement in vigour, prosperity, usefulness and fame, it has been my joy to witness, and to which I am more and more deeply and unaffectedly attached and devoted, as time rolls on. The kindness which devised and carried out this mark of respect can never be forgotten by its recipient. It is graven on my heart as imperishably as the inscription on the bronze. The honour done me on the occasion was much enhanced by the fact that the ceremony of unveiling was performed by my old friend, *quondam* schoolfellow, and fellow-student, The Hon. Mr. Justice Dodd, while the chair was occupied on the occasion by so distinguished a representative of our graduates as The Right Hon. Thomas Sinclair.

I cannot but in this Report refer to an event which occurred while it was in process of writing—the return to Europe, after a long and eventful life in China, of one of the greatest and most famous of Queen's men,

SIR ROBERT HART,

Bart., G.C.M.G., LL.D. He entered this College in the second session of its history. His name stands in our Calendar as the winner in that year of a Junior Scholarship in Classics. This success he repeated in the two following years, finally gaining, in the session of 1853-54, the Senior Scholarship in Modern Languages and Modern History. Then, on the nomination of the College, he proceeded to China to begin that splendid career in the service of the Celestial Empire which has been of such enormous service, not only to it, but to the world. Now, laden with honours, he is back again among us, and, on behalf of his old College, I have sent him our greetings and our welcome on his return. It is but justice to say that he has been unfailingly true to his *alma mater* ever since he left our portals in 1854. He has proved his continued interest in it by one kind and generous deed after another, one of the last being a munificent subscription to our "Better Equipment Fund," of the foundation of which he heard with the deepest interest in Peking. We look forward in due time, when he has had due rest after his long journey and toilsome labours, to publicly and formally welcoming him within our walls again. Belfast has already

very properly resolved to confer upon him the freedom of the city, and we have also learned with great pleasure that it is intended that he shall occupy a position of high honour in our new University.

But, interesting as are the occurrences which I have mentioned, they must yield the premier position to another, which has almost engrossed the attention of the College throughout most of the academic year. I refer to the introduction of the "Bill to make further Provision with respect to

UNIVERSITY EDUCATION IN IRELAND,"

which was brought into the House of Commons by the Right Hon. Augustine Birrell, M.P., Chief Secretary for Ireland, on Tuesday, 31st March last.

On the history of this measure, or the clamant need which has long existed for some such Bill, this is not the place to descant. At a very early period of my Presidency, it was plain to me that until, in some way such as is now provided, or by some other method, Queen's College was set free from the intolerable disabilities and restrictions under which it has been doomed to labour too long, in consequence of the evil legislation of thirty years ago, we could never hope that it would accomplish all the work which it should for higher education in the North of Ireland. Years ago I expressed myself strongly to this effect, and never since have I repented of having done so or ceased to long and labour for the coming of our day of deliverance. Some, no doubt, have thought me wrong in doing so, but personal knowledge and bitter experience burned the conviction into my heart. Now the long-looked for day, of the advent of which many in the College had begun, not unnaturally, to despair, but in the faith of which I, for one, never faltered, is at last coming, and Belfast may rejoice in the prospect of possessing a University of its own, whose existence, to use the eloquent words of the Chancellor of a sister University, spoken the other day, will undoubtedly diffuse around it an intellectual atmosphere, making life better worth living for all who breathe it. With a great price other cities have purchased this freedom—Belfast receives it as a gift.

It is surely something to gladden all our hearts to think that our beloved College is to be elevated to the rank of a complete and fully equipped University of the highest modern type, a University self-contained and self-governing, free from all external control, thoroughly and entirely academic, and still, I hope, retaining its old, time-honoured, name of "Queen's." It is to have a State endowment of £28,000 per annum—not by any means an extravagant income, but one not to be despised when we reflect that it is exactly four times the annual amount at present charged upon the Consolidated Fund for the support of our College. In addition, we shall

continue to enjoy our existing private endowments, which are of no inconsiderable value, and there will be also the University and class fees. The latter at present amount to several thousands of pounds yearly, and will doubtless much increase under the new regime. We may also expect that the resources of the University will be replenished by the gifts and legacies of men interested in the education of our beloved North of Ireland. Moreover, the University is to receive an initial grant of £60,000 for the provision of any additional buildings, equipments, or lands which may be needed. This, again, cannot be regarded as an exorbitant sum, and it will be all more than needed. But when it is remembered that we possess already our present fine buildings, which originally cost many thousands of pounds and have recently been increased in number and capacity and equipment, this is by no means an insignificant grant. Best of all, the new erection is to be based on the same broad, exclusively academic and non-sectarian foundations on which Queen's College was established "sixty years since," and on which it has continued unalterably and firmly to stand. Moreover, it is something that it will not start on its new career as an absolutely new foundation. Behind it, it will have the inspiring traditions and the splendid reputation and most honourable history of this College, whose name has long since gone to the ends of the earth. And our new University will also be, in the best sense, racy of the Ulster soil, governed by Ulster men and Ulster women, many of them graduates of our own, and it will have what I have long desired to see, a sufficient infusion not only of the professors, but of representatives of our chief local public bodies, and of the benefactors to whom we owe so much. It will surely, also, be an unspeakable gain to our students to have no longer to undertake harassing and expensive journeys to Dublin for the purpose of being examined for their various degrees, and a gain to our professors to be relieved from similarly frequent, prolonged, and weary visits to the metropolis for the examination of the students. It is no wonder, in view of all these and many other important gains, that the near prospect of obtaining our University fills our hearts with joyful anticipations of the dawning of a new era not only for Queen's, but for Belfast, for Ulster, for education, for the advancement of knowledge over the world.

At a largely attended meeting of the Professors and Lecturers of the College, held on April 7th, the following resolutions were unanimously passed :—

"1. That we desire to express our extreme gratification that an earnest attempt is being made to settle the Irish University question on a permanent basis."

"2. That we rejoice that the provisions of the Bill ensure that the proposed new University in Belfast shall stand upon the same broad non-sectarian and purely academic basis on which Queen's College, Belfast, has worked since its establishment; that the university shall be free from religious tests and from all ecclesiastical control; that

it is to be a free and completely self-governing university; and that public bodies, benefactors, professors, graduates, secondary teachers, women, and students will be represented on its governing body."

"3. That in our opinion the elevation of this College to university rank will not only add much to the dignity of Belfast, making it a University City, but will give a great impetus to higher education here and throughout Ulster; that it will stimulate both teachers and students to show themselves worthy of the higher status now proposed to be granted by the Legislature; that it will excite much greater public interest in the College and attract an increasing amount of public support from local benefactors; and that it will largely stimulate literary and scientific research and promote the diffusion of knowledge and culture throughout the North of Ireland."

"4. That a copy of these resolutions be forwarded to the Chief Secretary and to the Press."

As this report passes through the press we are glad to hear that the Bill is steadily making its way through Parliament, and that we may soon hope to learn that it has received the Royal Assent.

I have thus endeavoured to tell, as succinctly as might be, the story of our College during another year of its history—a truly memorable year, indeed. All needful further details will be found in the statistical tables and other documents which I have placed in the Appendix to this Report.

I have the honour to subscribe myself,

Your Majesty's most dutiful servant,

THOMAS HAMILTON.

Queen's College, Belfast,

July, 1908.

APPENDIX.

I.

THE VISITORS OF THE COLLEGE.

The Most Honourable the Marquess of Londonderry, K.G.

The Right Honourable the Earl of Shaftesbury, H.M.L.

The Right Honourable Sir A. M. Porter, Bart., LL.D., late Master of the Rolls in Ireland.

His Honour Judge Shaw, K.C., LL.D.

The Right Rev. Bishop Crozier, D.D.

The Right Honourable Thomas Sinclair, D.L., D.LIT.

The Right Honourable the Chief Secretary for Ireland, for the time being.

The Moderator of the General Assembly of the Presbyterian Church in Ireland, for the time being.

The President of the Royal College of Physicians, Ireland, for the time being.

The President of the Royal College of Surgeons, Ireland, for the time being.

The President of the Association of Non-Subscribing Presbyterians of Ireland, for the time being.

II.

THE STAFF.

President.—THE REV. THOMAS HAMILTON, M.A., D.D., LL.D.

Professors.

The Greek Language,	SAMUEL DILL, M.A., LITT.D., LL.D.
The Latin Language,	*THOMAS WILSON DOUGAN, M.A., F.R.U.I. †ROBERT MITCHELL HENRY, M.A., F.R.U.I.
Mathematics,	ALFRED CARDEW DIXON, M.A., F.R.S., SC.D. F.R.U.I.
Natural Philosophy,	WILLIAM BLAIR MORTON, M.A., F.R.U.I
History and English Literature,	G. GREGORY SMITH, M.A. (Oxon. and Edin.)
Logic and Metaphysics,	JOHN PARK, M.A., D.LIT., F.R.U.I.
Chemistry,	EDMUND ALBERT LETTS, PH.D., D.SC., F.R.S.E., F.C.S., F.R.U.I.
Natural History,	GREGG WILSON, M.A., PH.D., D.SC., M.R.I.A., F.R.U.I.
Modern Languages,	MAX FREUND, M A., PH.D. (Leipzig).
Jurisprudence & Political Economy,	WILLIAM GRAHAM, M.A., LITT.D.
English Law,	JAMES SINCLAIR BAXTER, LL.B.
Anatomy,	JOHNSON SYMINGTON, M.D., F.R S., F.R.S.E., F.R.U.I.
Dunville Chair of Physiology,	THOMAS H. MILROY, M.D., B.SC., F.R S.E.
Medicine,	JAMES ALEXANDER LINDSAY, M.A., M.D. F.R.C.P. (London).
Surgery,	THOMAS SINCLAIR, M.D., M.CH., F.R.C.S. (Eng.)
Materia Medica,	Sir WILLIAM WHITLA, M.A., M.D., LL.D.
Midwifery,	Sir JOHN BYERS, M.A., M.D., M.CH., M.A.O.
Musgrave Chair of Pathology,	WILLIAM ST. CLAIR SYMMERS, M.B.
Civil Engineering,	MAURICE FREDERICK FITZGERALD, B.A., ASSOC. M.I.C.E.

* Died July 3rd, 1907. † Appointed October 21st, 1907

Lecturers.

Medical Jurisprudence,	William St. Clair Symmers, M.B. Thomas Houston, B.A., M.D.
Ophthalmology and Otology,	Cecil E. Shaw, M.A., M.D.
Sanitary Science,	Edmund Albert Letts, PH.D., D.SC., F.R.S.E., F.C.S., F.R.U.I. W. James Wilson, B.A., M.D., D.P.H. (Camb.)
Vaccination,	John M'Liesh, M.B.
Music,	Lawrence Walker, B.A., T.C.D., Mus. Doc. (Cantab.)

Readers.

Ancient Classics,	Marriott T. Smiley, B.A.
Modern History,	The Rev. R. J. Semple, M.A.

Assistants and Demonstrators.

English,	S. J. Crawford, B.A.
Modern Languages,	Miss E. A. M'Callum, M.A.
Purser Assistant in Mathematics,	James R. Riddell, M.A.
Chemistry,	R. F. Blake, F.I.C., F.C.S. O. W. Moore, B.A. Robert Wright, B.A. C. R. Crymble, B.A. W. W. D. Thomson.
Natural History,	Thomas Dewhurst, A.R.C.S. F. Balfour-Browne, M.A., F.R.S.E.
Practical Pharmacy,	Victor G. L. Fielden, M.B., PH.C.
Natural Philosophy,	John Wylie, B.A. Miss J. Molyneux, B.A. Barkley M'Cullough, B.A.
Anatomy,	P. T. Crymble, M.B. Thomas Killen, B.A., M.B. H. H. B. Cunningham, M.D., F.R.C.S.I., M.R.C.S. (Eng.)
Physiology,	J. A. Milroy, M.A., M.D.
Riddel Demonstrator in Pathology and Bacteriology,	W. James Wilson, B.A., M.D., D.P.H. (Camb.)
Pathology and Bacteriology,	David Kirkhope, M.D., D.P.H. (Edin.)
Clinical Pathology,	T. Houston, B.A., M.D.
Medicine,	Robert Jamison, M.B.
Surgery,	Howard Stevenson, B.A., M.B., B.Ch., F.R.C.S.I.
Midwifery,	C. G. Lowry, M.D.
Engineering,	A. L. Higgins, A.R.C.S.

Office Bearers.

Registrar,	Professor Johnson Symington, M.D., F.R.S.
Bursar,	William Wylie.
Librarian,	Professor G. Gregory Smith, M.A. (Oxon and Edin.)

Curator of Natural History Museum.—Professor Gregg Wilson, D.Sc.

Curator of Medical Museum.—Professor Symington, M.D., F.R.S.

Curator of Sanitary Science Museum.—Henry O'Neill, M.D., M.Ch., B.L.

Deans of Residences.

		Appointed
Church of Ireland,	Rev. S. Edward Busby, M.A., LL.D.,	1872
Presbyterian Church in Ireland,	Rev. Matthew Leitch, D.D., D.Lit.,	1892
Wesleyan Methodists,	Rev. William Nicholas, D.D.,	1895
Association of Irish Non-Subscribing Presbyterians,	Rev. W. H. Drummond, B.A.,	1906

TABLES.

Table I.

NUMBER of STUDENTS Matriculated in Session 1907–1908 :—

Admitted *ad eundem*, having Matriculated in the Royal University, . . 112

Table II.

A.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS who have entered the COLLEGE in each year since its opening.

SESSIONS.	Matriculated.	Non-Matriculated.	Total.	Presbyterian.	Church of Ireland.	Roman Catholic.	Methodist.	Various.	Total.
1849–50, . . .	90	105	195	145	33	5	4	8	195
1850–51, . . .	51	42	93	68	15	7	1	2	93
1851–52, . . .	42	40	82	47	25	7	2	1	82
1852–53, . . .	31	23	54	28	16	7	2	1	54
1853–54, . . .	39	23	62	36	14	5	3	4	62
1854–55, . . .	41	38	79	56	13	6	2	2	79
1855–56, . . .	33	29	62	36	17	5	2	2	62
1856–57, . . .	40	28	68	40	18	4	1	5	68
1857–58, . . .	43	28	71	55	8	6	2	–	71
1858–59, . . .	51	37	88	51	24	8	4	1	88
Entered in first 10 years,	461	393	854	562	183	60	23	26	854
1859–60, . . .	66	24	90	64	14	6	4	2	90
1860–61, . . .	96	41	137	85	29	13	3	7	137
1861–62, . . .	114	38	152	101	27	5	6	13	152
1862–63, . . .	115	22	137	92	23	12	5	5	137
1863–64, . . .	109	18	127	86	25	5	3	8	127
1864–65, . . .	108	27	135	97	22	6	3	7	135
1865–66, . . .	88	30	118	83	17	7	5	6	118
1866–67, . . .	95	12	107	61	16	6	10	14	107
1867–68, . . .	90	22	112	63	20	5	1	23	112
1868–69, . . .	79	24	103	60	16	7	6	14	103
Entered in second 10 years,	960	258	1,218	792	209	72	46	99	1,218
1869–70, . . .	83	15	98	54	23	8	4	9	98
1870–71, . . .	84	30	114	57	36	2	8	11	114
1871–72, . . .	78	25	103	50	28	6	5	14	103
1872–73, . . .	99	14	113	60	33	6	9	5	113
1873–74, . . .	98	25	123	63	28	6	13	13	123
1874–75, . . .	102	32	134	78	33	3	5	15	134
1875–76, . . .	91	24	115	69	18	10	7	11	115
1876–77, . . .	119	32	151	93	35	3	8	12	151
1877–78, . . .	118	28	146	78	34	10	9	15	146
1878–79, . . .	123	32	155	94	36	10	7	8	155
Entered in third 10 years,	995	257	1,252	696	304	64	75	113	1,252

A.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS who have entered the COLLEGE in each year since its opening—*continued.*

SESSIONS.	Matriculated.	Non-Matriculated.	Total.	Presbyterian.	Church of Ireland.	Roman Catholic.	Methodist.	Various.	Total.
1879-80, . . .	128	23	151	90	29	10	10	12	151
1880-81, . . .	135	15	150	91	30	8	4	17	150
1881-82, . . .	171	15	186	110	28	11	17	20	186
1882-83, . . .	107	23	130	75	25	5	8	17	130
1883-84, . . .	117	16	133	82	22	4	9	16	133
1884-85, . . .	110	21	131	92	20	2	7	10	131
1885-86, . . .	104	27	131	79	23	9	10	10	131
1886-87, . . .	87	23	110	79	17	–	10	4	110
1887-88, . . .	94	15	109	76	20	3	6	4	109
1888-89, . . .	106	20	126	89	23	6	–	8	126
Entered in fourth 10 years,	1,159	198	1,357	863	237	58	81	118	1,357
1889-90, . . .	142	28	170	104	30	6	15	15	170
1890-91, . . .	110	17	127	87	23	5	6	6	127
1891-92, . . .	136	21	157	103	25	8	11	10	157
1892-93, . . .	90	7	97	68	14	7	4	4	97
1893-94, . . .	83	29	112	63	24	10	10	5	112
1894-95, . . .	92	25	117	72	24	7	7	7	117
1895-96, . . .	99	13	112	74	24	6	3	5	112
1896-97, . . .	87	21	108	70	15	4	6	13	108
1897-98, . . .	96	17	113	69	22	7	9	6	113
1898-99, . . .	88	13	101	62	18	6	4	11	101
Entered in fifth 10 years,	1,023	191	1,214	772	219	66	75	82	1,214
Total in 50 years, .	4,598	1,297	5,895	3,685	1,152	320	300	438	5,895
1899-1900, . . .	87	12	99	62	17	5	8	7	99
1900-01, . . .	93	22	115	76	23	8	5	3	115
1901-02, . . .	69	30	99	56	19	6	8	10	99
1902-03, . . .	88	25	113	49	30	5	16	13	113
1903-04, . . .	92	25	117	66	24	7	12	8	117
1904-05, . . .	104	27	131	79	25	10	10	7	131
1905-06, . . .	119	13	132	76	26	11	12	7	132
1906-07, . . .	94	15	109	62	25	7	6	9	109
1907-08, . . .	112	17	129	76	24	9	10	10	129
Total, . . .	5,456	1,483	6,939	4,287	1,365	388	387	512	6,939

B.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS attending the COLLEGE in each Session from its opening.

SESSIONS.	Matriculated.	Non-Matriculated.	Total.	Presbyterian.	Church of Ireland.	Roman Catholic.	Methodist.	Various.	Total.
1849-50, . . .	90	105	195	145	33	5	4	8	195
1850-51, . . .	110	75	185	136	33	10	4	2	185
1851-52, . . .	120	69	189	129	40	14	5	1	189
1852-53, . . .	101	53	154	100	33	15	4	2	154
1853-54, . . .	114	54	168	107	36	14	6	5	168
1854-55, . . .	118	65	183	131	34	14	3	1	183
1855-56, . . .	119	74	193	131	33	19	5	5	193
1856-57, . . .	136	58	194	131	35	14	3	11	194
1857-58, . . .	153	54	207	154	31	14	4	4	207
1858-59, . . .	160	63	223	153	45	14	8	3	223
Average of first 10 years,	122·1	67·0	189·1	131·7	35·3	13·3	4·6	4·2	189·1

B.—Numbers and Religious Persuasions of Students attending the College, in each Session from its opening—*con.*

Sessions.	Matriculated.	Non-Matriculated.	Total.	Presbyterian.	Church of Ireland.	Roman Catholic.	Methodist.	Various.	Total
1859–60,	199	58	257	184	43	16	8	6	257
1860–61,	239	73	312	216	57	22	7	10	312
1861–62,	299	76	375	266	59	17	13	20	375
1862–63,	335	53	388	275	61	24	11	17	388
1863–64,	340	47	387	261	63	26	10	27	387
1864–65,	356	49	405	285	58	22	9	31	405
1865–66,	360	53	413	281	60	19	13	40	413
1866–67,	357	30	387	225	57	19	18	68	387
1867–68,	357	33	390	233	59	16	25	57	390
1868–69,	330	38	368	220	51	15	26	56	368
Average of second 10 years	317·2	51·0	368·2	244·6	56·8	19·6	14·0	33·2	368·2
1869–70,	328	25	353	214	57	18	19	45	353
1870–71,	337	43	380	226	76	14	22	42	380
1871–72,	325	33	358	203	80	17	12	46	358
1872–73,	328	23	351	203	79	15	21	33	351
1873–74,	344	31	375	201	87	17	26	44	375
1874–75,	346	47	393	223	85	11	24	50	393
1875–76,	353	40	393	222	70	17	29	55	393
1876–77,	393	44	437	270	86	13	29	39	437
1877–78,	421	42	463	283	89	20	27	44	463
1878–79,	453	47	500	320	89	20	33	38	500
Average of third 10 years,	362·8	37·5	400·3	236·5	79·8	16·2	24·2	43·6	400·3
1879–80,	456	38	494	331	81	22	26	34	494
1880–81,	482	26	508	326	90	22	22	48	508
1881–82,	541	26	567	353	104	25	30	55	567
1882–83,	473	29	502	305	91	20	33	53	502
1883–84,	456	25	481	290	85	17	34	55	481
1884–85,	418	31	449	280	81	10	32	46	449
1885–86,	416	44	460	282	80	17	34	47	460
1886–87,	387	36	423	281	61	9	37	35	423
1887–88,	398	31	429	290	64	13	30	32	429
1888–89,	391	31	422	303	59	11	22	27	422
Average fourth 10 years,	441·8	31·7	473·5	304·1	79·6	16·6	30·0	43·2	473·5
1889–90,	411	50	461	307	74	16	27	37	461
1890–91,	402	47	449	299	68	17	27	38	449
1891–92,	436	47	483	324	67	20	33	39	483
1892–93,	414	28	442	309	58	16	28	31	442
1893–94,	380	49	429	293	60	22	29	25	429
1894–95,	340	46	386	253	63	21	27	22	386
1895–96,	355	37	392	264	63	19	25	21	392
1896–97,	334	46	380	259	48	16	24	33	380
1897–98,	343	43	386	251	60	14	26	35	386
1898–99,	324	35	359	236	51	13	26	33	359
Average fifth 10 years,	373·9	42·8	416·7	279·5	61·2	17·4	27·2	31·4	416·7
1899–1900,	316	31	347	247	40	12	21	27	347
1900–01	322	37	359	240	61	18	20	20	359
1901–02,	300	49	349	217	69	17	20	26	349
1902–03,	302	45	347	203	69	16	31	28	347
1903–04,	323	44	367	215	71	22	33	26	367
1904–05,	345	50	395	245	70	22	34	24	395
1905–06,	371	32	403	244	75	25	34	25	403
1906–07,	356	34	390	239	72	25	25	29	390
1907–08,	378	28	406	267	64	22	27	26	406

Table III.

Number of Students attending in each Faculty in Session 1907–1908.

Arts,	155
Law,	11
Medicine,	224
Engineering,	33
	423
Attending in more than one Faculty,	17
Total,	406

Table IV.

Number of Students who came from each of the Provinces of Ireland, and from other Places.

Ulster,	368	England,	15	Belgium,	1
Munster,	3	Scotland,	1	China,	1
Leinster,	9	Australia,	1		
Connaught,	4	British Columbia,	1		
		United States,	2	Total,	406

Table V.

Ages of Students in Attendance.

Under Seventeen years,	5	From Twenty to Twenty-one,	60
From Seventeen to Eighteen,	19	Above Twenty-one years,	234
From Eighteen to Nineteen,	39		
From Nineteen to Twenty,	49	Total,	406

Table VI.

Number of Lectures given, and Number of Students attending them, in Session 1907–1908.

—	Number of Lectures.	Number of Students.
Greek,	391	47
Latin,	363	75
*English Language and Literature,	228	75
History,	128	11
French,	233	49
German,	215	13
Logic,	125	17
Metaphysics,	86	14
Mathematics,	377	66
Natural Philosophy,	318	146
Physical Laboratory,	†	68
Chemistry,	93	72
Practical Chemistry, Summer, 1907,	44	10
Do., Winter, 1907–1908,	56	56
Laboratory, Summer, 1907,	†	9
Do., Winter, 1907–1908,	†	8

* Report 1906-7, p. 22, Table VI. For "English Language and Literature, 57 Students," read "English Language and Literature, 64 Students."

† Daily, except Saturdays, during the Session.

NUMBER of LECTURES given, and NUMBER of STUDENTS attending them, in Session 1907–1908—*con.*

—	Number of Lectures.	Number of Students.
Zoology,	63	52
Advanced Zoology, meetings 2 hours each,	96	5
Botany, Summer, 1907,	45	41
Advanced Botany, meetings 2 hours each,	50	5
Geology and Mineralogy,	48	8
Practical Geology and Mineralogy,	60	10
Practical Biology, meetings 2 hours each,	48	42
English Law,	48	11
Jurisprudence and Civil Law,	48	14
Political Economy,	24	10
Anatomy, Junior and Senior,	149	73
Practical Anatomy,	*	114
Physiology,	125	66
Practical Physiology,	26	34
Advanced Practical Physiology,	50	4
Practical Histology,	20	32
Medicine,	81	51
Surgery,	82	42
Operative Surgery, Summer, 1907,	34	35
Midwifery,	82	40
Materia Medica,	80	51
Ophthalmology and Otology,	33	28
Sanitary Science,	34	39
Medical Jurisprudence, Summer, 1907,	32	46
Systematic Pathology, Summer, 1907,	41	37
Practical Pathology, 2 hours each, Summer, 1907,	26	35
Practical Pharmacy, Summer, 1907,	28	34
Vaccination,	18	12
Engineering,	158†	33
POST GRADUATE COURSES.		
Bacteriology, Summer, 1907,	28	4
Chemical Laboratory, Public Health Course,	‡	4

* Daily during the Session from 9 to 5.
† In addition instruction given in Office Work 288 hours.
‡ Laboratory open daily, except Saturdays, during the Session.

Table VII.

College Scholars and Prizemen.

Session 1907–1908.

Students whose names are printed in italics obtained the places indicated, but are prevented by statute from holding the scholarships along with the others for which their names appear.

SENIOR SCHOLARSHIPS.

Greek, Latin, and Ancient History.

Picken, Andrew, B.A.

French, German, and English or Modern History.

Jamison, Edith Rhoda Lloyd, B.A.

Natural Philosophy.

Beath, Robert Maitland, B.A.

Logic, Metaphysics, and Political Economy.

M'Quitty, John Montgomery, B.A.

Chemistry.

Thomson, William Willis Dalzell, B.A.

Natural History.

Harbison, John Henry, B.A.

JUNIOR SCHOLARSHIPS.

Faculty of Arts.

Third Year.

Literary Division.—Group A.

Buchanan, Ellinor Maud Gardiner.
Kirkpatrick, William Speers.
Richards, Daniel.
M'Neill, Robert Norman.
Duncan, Alice Theodora.

Literary Division—Group B.

Finnegan, Roberta Hastings.

Science Division.

Boyd, James.
Lynd, William Sloane.
Miller, Sinclair.
Scott, Frederick William.

Second Year.

Literary Division—Group A.

Jackson, James Sinclair.
Keatley, Sarah Elizabeth.
M'Caughan, John Alphonsus.
Martin, James Moore Knox.
Lynn, Joseph.

Science Division.

Mytton, Sydney Herbert.
Gibson, John M'Ilrath.
Bennett, Edward Stanley.
M'Ilroy, Hugh.
Lyle, Thomas M'Elderry.
Hamilton, Robert Victor.

First Year.

LITERARY DIVISION—GROUP A.

Egan, Alexander Howard.
Wilson, James Somerville.
Cromie, Alexander.
Hamilton, Thomas.
Jackson, Herbert Montgomery

LITERARY DIVISION—GROUP B.

Bonynge, Georgiana Collingwood.
Harper, Emily Mabel.

SCIENCE DIVISION.

Patton, Noel William
M'Cullagh, William M'Kim Herbert.
Martin, William Herbert.
Macbeth, Alexander Killen.
Wedgwood, Charlotte Louisa Ryles.
Gault, William.

FACULTY OF MEDICINE.

Fifth Year.

Medicine and Pathology.

Crawford, Caroline Joanna.
Boyd, Arthur Ross—a prize.

Surgery and Midwifery.

Sinton, John Alexander.

Fourth Year.

Dickey, William.
M'Cloy, John Moorcroft.
Lyttle, George Gibson—a prize.

Third Year.

Black, Harold.
Cooper, George.
Simpson, Charles John—a prize.

Second Year.

O'Farrell, William Michael.
Porter, Joseph Herbert.

First Year.

Literary.

Walker, William M'Neill.

Science.

Gibson, John M'Ilrath.

FACULTY OF LAW.

Second Year.

M'Kee, Ernest James, B.A.

First Year.

Ferguson, Robert Campbell, B.A.
Malone, John Herbert.

SCHOOL OF ENGINEERING.

Third Year.

Shaw, William Lindsay, B.A.

First Year.

Martin, William Herbert. | M'Laughlin, Robert John.

PRIVATE ENDOWMENTS.

DUNVILLE STUDENTS.

Molyneux, Jane, B.A., elected 1906.
Thomson, William Willis Dalzell, B.A., „ 1907.

ANDREWS STUDENT.

Crymble, Cecil Reginald, B.A., elected 1907.

PORTER SCHOLARS.

Picken, Andrew, elected 1906.
Richards, Daniel, „ 1907.

EMILY, LADY PAKENHAM SCHOLAR.

Beverland, John Herd, elected 1906.

SIR HERCULES PAKENHAM SCHOLAR.

M'Caughey, Samuelina Jane, elected 1907.

SULLIVAN SCHOLAR.

Cromie, Alexander, elected 1907.

BLAYNEY EXHIBITIONER.

Picken, Andrew, B.A.

MCKANE MEDALLIST.

Anderson, William.

CLASS PRIZES.

ARTS.

GREEK.

Honour Class.

Kirkpatrick, William Speers. | Buchanan, Ellinor Maud Gardiner.

Second Year.

M'Caughan, John Alphonsus. | Jackson, James Sinclair.

First Year.

Wilson, James Somerville. | Egan, Alexander Howard.

Geddes Prize for Greek Prose Composition.

Buchanan, Ellinor Maud Gardiner.

LATIN.

Honour Class.

Buchanan, Ellinor Maude Gardiner. | Duncan, Alice Theodora.

Second Year.

Jackson, James Sinclair. | M'Caughan, John Alphonsus
Keatley, Sarah Elizabeth. |

First Year.

Wilson, James Somerville. | Egan, Alexander Howard.
Cromie, Alexander. |

HISTORY.

Third Year.

Murphy, Harrison Moore.

ENGLISH LANGUAGE AND LITERATURE.

Honour Class.

Kirkpatrick, William Speers. | Craik, Jane M'Laren } equal.
Duncan, Alice Theodora }

Second Year.

Lynn, Joseph. | Keatley, Sarah Elizabeth.

First Year.

Wilson, James Somerville. | Harper, Emily Mabel } equal.
Mayrs, Thomas Young Killen. | Lewis, Matilda Welsh }
Bonynge, Georgiana Collingwood.

FRENCH.

Honour Class.

M'Mordie, Anne Graham Porter.

First Year.

Harper, Emily Mabel. | Wilson, James Somerville.
Bonynge, Georgiana Collingwood. |

GERMAN.

Honour Class.

Finnegan, Roberta Hastings.

Second Year.

Bennett, Edward Stanley.

First Year.

Glendinning, Margaret Florence } equal.
Harper, Emily Mabel }

MATHEMATICS.

Honour Class.

Boyd, James.

Second Year.

Mytton, Sydney Herbert.

First Year.

'Cullagh, William M'Kim Herbert. | Wedgwood, Charlotte Louisa Ryles.

EXPERIMENTAL PHYSICS.

Honour Class.

Miller, Sinclair.

Second Year.

Bennett, Edward Stanley } equal.
Mytton, Sydney Herbert }

First Year.

Beverland, John Herd.
Myddleton, William Whalley.
M'Laughlin, Robert John.
Macbeth, Alexander Killen } equal.
Walsh, Harold Victor }
Patton, Noel William.

MATHEMATICAL PHYSICS.

Honour Class.

Lyle, Thomas M'Elderry.

Second Year.

Mytton, Sydney Herbert.

LOGIC.

Honour Class.

Rutherford, James Cooper, B.A.

Second Year.

Hamilton, Robert Victor.

METAPHYSICS.

Rutherford, James Cooper, B.A. | Erskine, Gordon Douglas.

JURISPRUDENCE.

Sandes, Ethel Elizabeth Eleanor.

POLITICAL ECONOMY.

Rutherford, James Cooper, B.A.

CHEMICAL LABORATORY.

Arbuthnot, Kenneth Charles Guthrie. | Blair, Frances Esther.

ENGINEERING.

Third Year.

Scott, Frederick William.

First Year.

M'Laughlin, Robert John.

GEOLOGY.

Lyle, Thomas M'Elderry.

PRACTICAL GEOLOGY.

Lyle, Thomas M'Elderry.

ZOOLOGY.

Todd, Arthur Theodore.
Beverland, John Herd.
Armstrong, Samuel Richard } equal.
Hunter, William James, B.A. }

CHEMISTRY.

Beverland, John Herd. | M'Ilroy, Hugh.

PRACTICAL CHEMISTRY.

Senior.

Anderson, Adam.

Junior.

Porter, Joseph.
Thomson, Frederick Wm. M'Kenzie. | Beath, Robert Maitland, B.A.

ANATOMY.

Senior.

Thomson, William Willis Dalzell, B.A. | Kerr, Robert Andrew.
Berry, William Arthur. | Black, Harold.

Junior.

Graham, Thomas Duff. | Crooks, Frederick.

PRACTICAL ANATOMY.

Senior.

Kerr, Robert Andrew. | Black, Harold.
Thomson, William Willis Dalzell, B.A. | Malcolm, Henry Price.
Simpson, Charles John. | Wilson, William Oliver, B.A.

Second Year.

Berry, William Arthur. | Calwell, William Kirkwood.
M'Connell, Robert John. |

First Year.

Crooks, Frederick. | Graham, Thomas Duff.

PHYSIOLOGY.

Senior.

Berry, William Arthur.
Black, Harold
Kerr, Robert Andrew } equal.
Irwin, Melville Cathcart.

Junior.

M'Connell, Robert John. | O'Farrell, William Michael.
Graham, Thomas Duff. | Millar, William M'Mullan.

PRACTICAL PHYSIOLOGY.

Simpson, Charles John. | Black, Harold
Kerr, Robert Andrew. | Clarke, Frederick Orlando } equal.

PRACTICAL HISTOLOGY.

Wilson, William. | Graham, Norman Bell, B.A.
M'Connell, Robert John } equal.

Special Prizes for Histology Demonstrations.

Simpson, Charles John. | Cooper, George.

Materia Medica.

Black, Harold.
Acheson, Samuel Edwin Albert } equal.
Irwin, Melville Cathcart
Anderson, William Arthur

Special Mid-Session Prizes.

Black, Harold.
Acheson, Samuel Edwin Albert. | Algeo, William Frederick.

Medicine.

Senior.

Clarke, David Solomon, B.A. } equal. | Lowe, Caroline Victoria.
*Crawford, Caroline Joanna }

Junior.

Thomson, William Willis Dalzell, B.A. | Anderson, William Arthur.
Black, Harold.

Midwifery, Gynæcology, and Diseases of Children.

Patton, Alexander, B.A. | Craig, Alexander Victor } equal.
Dickey, William. | Gilmore, John James }

Surgery.

Gilmore, John James. | Dickey, William.
Craig, Alexander Victor.

Ophthalmology and Otology.

Gilmore, John James. | Dickey, William } equal.
Craig, Alexander Victor }

Sanitary Science.

Craig, Alexander Victor. | Gilmore, John James.

Equity and Common Law.

Hamilton, George Alexander Hume.

Civil Law.

M'Kee, Ernest James, B.A.

Law of Property.

Ferguson, Robert Campbell, B.A. } equal.
Orr, William Robert Macaulay, B.A. }

* Miss Crawford could not hold the Prize in Medicine, having obtained one in the same subject last session.

JURISPRUDENCE.

Orr, William Robert Macaulay, B.A. | *Bonnar, Hugh Andrew, non-matriculated.*

SUMMER, 1907.

BOTANY.

Wilson, William.
Mitchell, John James Harrison. | Clearkin, Peter Alphonsus.

PRACTICAL BIOLOGY.

Mitchell, John James Harrison.
Graham, Thomas Duff. | Wilson, William.

PRACTICAL CHEMISTRY.

Law, Jane Lyons.

CHEMICAL LABORATORY.

*Thomson, William Willis Dalzell. | Rea, Florence Williamson.

MEDICAL JURISPRUDENCE.

Connolly, Alexander William
Gilmore, John James
Moffatt, Douglas Macloud, non-matriculated } equal.
Clarke, David Solomon, B.A.

SYSTEMATIC PATHOLOGY.

Clarke, David Solomon, B.A.
Gilmore, John James. | *Moffatt, Douglas Macloud, non-matriculated.*
Connolly, Alexander William.

PRACTICAL PHARMACY.

Simpson, Charles John. | Cooper, George
Law, Jane Lyons } equal.

*Mr. W. W. D. Thompson could not hold the prize, having obtained one in the same subject in the winter session.

TABLE VIII.

DEGREES, DIPLOMAS, HONOURS, &c., obtained by STUDENTS of the COLLEGE at the EXAMINATIONS of the ROYAL UNIVERSITY OF IRELAND IN 1907.

In the following Lists those Candidates whose names are printed in *italics* were disqualified by University standing or otherwise from holding the Exhibitions for which their names appear.

JUNIOR FELLOWSHIPS.

IN CHEMISTRY WITH EXPERIMENTAL PHYSICS.

[Fellowship not awarded.]

Lewis, William C. M., M.A., was awarded a Special Prize of £50.

STUDENTSHIPS.

IN ANCIENT CLASSICS.

Scandrett, Richard, M.A.

IN MATHEMATICAL SCIENCE.

Riddell, James R., B.A.

IN MENTAL AND MORAL SCIENCE.

Stevenson, James, B.A.

IN HISTORY AND POLITICAL SCIENCE.

Anderson, James, B.A.

Special Prize awarded in connection with the Medical Studentship Examination, £25.

Killen, Thomas, B A., M.B.

UNIVERSITY SCHOLARSHIP.

EXPERIMENTAL SCIENCE.

Second Class.

Bennett, Edward S.

STEWART SCHOLARSHIP IN MEDICINE.

October, 1906.

Thomson, William W. D.

FACULTY OF ARTS.

D.PH. DEGREE EXAMINATION.

Stewart, Herbert L., M.A.

B.SC. DEGREE EXAMINATION.

BIOLOGICAL SCIENCE.

Pass.

Harbinson, Charles H., B.A

M.A. Degree Examination.

In each of the following Groups of Subjects the names of the Candidates awarded Honours are placed in order of merit. Candidates whose answering nearly approached Honour Standard, were adjudged to have passed the Examination, and their names are arranged alphabetically:—

Mental and Moral Science.

Honours.

First Class.

Stevenson, James, B.A.

Pass.

Kennedy, Annie J., B.A.

History, Political Economy, and Political Philosophy.

Honours.

First Class.

Anderson, James, B.A.

Pass.

Agnew, Robert, B.A.

Mathematical Science.

Honours.

First Class.

Riddell, James R., B.A.

B.A. Degree Examination

Summer, 1907.

Pass.

Green, William.
Macbeth, William J. G.
M'Callum, John D. M.
M'Kee, John.
M'Quitty, John M.
Robertson, William T.

Autumn, 1907.

Exhibitions.

The names in each Class are arranged in alphabetical order.

First Class—£42 each.

Jamison, Edith R. L.
Orr, William R. M.

Second Class—£21 each.

Lusk, William B.
Mac William, Henry H.
Patton, Thomas W.
Shaw, William L.
Thomson, William W. D.

In each of the following Groups of Subjects the names of the Candidates awarded Honours are placed in order of merit. Candidates whose answering nearly approached Honour Standard, were adjudged to have passed the Examination, and their names are arranged alphabetically :—

ANCIENT CLASSICS.

HONOURS.

Second Class.

Picken, Andrew.

Pass.

Given, George K. | Hamill, John M.

MODERN LITERATURE.

HONOURS.

First Class.

Jamison, Edith R. L.

LOGIC, METAPHYSICS, HISTORY OF PHILOSOPHY, AND POLITICAL ECONOMY.

HONOURS.

Second Class.

Lusk, William B.

Pass.

Harbinson, Stewart C.

CIVIL AND CONSTITUTIONAL HISTORY, GENERAL JURISPRUDENCE, AND POLITICAL ECONOMY.

HONOURS.

First Class.

Orr, William R. M.

Pass.

Meissner, John L. G. | Mitchell, William.

CIVIL AND CONSTITUTIONAL HISTORY, ENGLISH, AND POLITICAL ECONOMY.

Pass.

Foster, Gertrude E.

MATHEMATICAL SCIENCE.

HONOURS.

First Class.

Patton, Thomas W.

Second Class.

Acheson, Grace I.

MATHEMATICAL PHYSICS AND EXPERIMENTAL PHYSICS.

HONOURS.

First Class.

Shaw, William L.

Pass.

Beath, Robert M.

EXPERIMENTAL PHYSICS AND CHEMISTRY.

HONOURS.

Second Class.

Rea, Florence W.

EXPERIMENTAL PHYSICS AND PHYSIOLOGY.

Pass.

Wilson, William O.

CHEMISTRY AND PHYSIOLOGY.

HONOURS.

First Class.

Thomson, William W. D.

BIOLOGY AND PHYSIOLOGY.

HONOURS.

Second Class.

MacWilliam, Henry H. | Harbison, John H.
Hamilton, William.

SECOND UNIVERSITY EXAMINATION IN ARTS.

EXHIBITION.

Second Class, £18.

Kirkpatrick, William.

HONOURS IN LATIN.

Second Class.

Buchanan, Ellinor M. G. | Richards, Daniel.

HONOURS IN GREEK.

Second Class.

Kirkpatrick, William.

HONOURS IN ENGLISH.

Second Class.

M'Neill, Robert N.

HONOURS IN MATHEMATICS.

Second Class.

Miller, Sinclair. | Lynd, William S.

HONOURS IN MATHEMATICAL PHYSICS.

First Class.

Miller, Sinclair.

Second Class.

Lynd, William S.

HONOURS IN EXPERIMENTAL PHYSICS.

First Class.

Scott, Frederick W.

Second Class.

Miller, Sinclair.

Pass.

Anderson, Adam.	Lynd, William S.
Anderson, Alexander D.	M'Kinstry, William.
Arbuthnot, Kenneth C. G.	M'Neill, Robert N.
Browne, William.	Martin, Herbert.
Buchanan, Ellinor M. G.	Miller, Sinclair.
Buchanan, William W.	Murphy, Harrison M.
Burden, Lily.	O'Farrell, William M.
Carlyle, George.	Richards, Daniel.
Cullen, Frances M.	Scott, Frederick W.
Erskine, Gordon D.	Sinton, Margaret J.
Kirkpatrick, William.	Smith, Frederick.
Lewis, Sarah F. J.	Wisely, Francis J.

FIRST UNIVERSITY EXAMINATION.

Summer, 1907.

EXHIBITIONS.

First Class, £30 *each.*

M'Ilroy, Hugh. | Beverland, John H

Second Class, £15 each.

Bennett, Edward S.
Jackson, James S. | Keatley, Sarah E.

HONOURS IN LATIN.

Second Class.

Jackson, James S.	Keatley, Sarah E.
M'Ilroy, Hugh.	Beverland, John H.

HONOURS IN GREEK.

First Class.

Jackson, James S.

Second Class.

Keatley, Sarah E.

HONOURS IN ENGLISH.

Second Class.

Keatley, Sarah E.

HONOURS IN FRENCH.

First Class.

Beverland, John H. | M'Ilroy, Hugh.

HONOURS IN GERMAN.

Second Class.

Bennett, Edward S.

HONOURS IN MATHEMATICS.

Second Class.

Bennett, Edward S. | Gibson, John M.

HONOURS IN NATURAL PHILOSOPHY.

Second Class.

Bennett, Edward S.

Pass.

Bennett, Edward S.
Beverland, John H.
Carlisle, Alexander.
Ferguson, James M.
Foster, Samuel R.
Gaussen, Cecil L.
Gibson, John M.
Hamilton, Robert V.
Jackson, James S.
Keatley, Sarah E.
Lynn, Joseph.
M'Fadden, John.
M'Ilroy, Hugh.
M'Lay, Thomas N.
M'Neill, Arthur V.
Malone, John H.
Marshall, Robert.
Martin, James M. K.
Morrison, Albert J. M. C.
Seymour, Frederic W.
Thompson, Stanley W.
Warner, James H.

Autumn, 1907.

Pass.

Holmes, John V.
Lyons, James.
Montgomery, Samuel A. D.
Warwick, John.

FACULTY OF LAW.

LL.D. DEGREE EXAMINATION.

Diamond, Samuel J., LL.B.

LL.B. DEGREE EXAMINATION.

Pass.

Arnold, John C., B.A.

FIRST EXAMINATION IN LAW.

EXHIBITION.

Second Class, £10.

Elliott, George R., M.A.

HONOURS.

Second Class.

Elliott, George R., M.A

Pass.

Lowry, William, B.A. | M'Kee, Ernest J., B.A.

FACULTY OF MEDICINE.

M.D. DEGREE EXAMINATION.

Spring, 1907.

Bethune, Robert J., M.B., B.CH., B.A.O.

Autumn, 1907.

Chambers, Robert, LL.B , M.B., B.CH., B.A.O.
Coates, Foster, B.A., M.B., B.CH., B.A.O.
Maguire, William J., B.A., M.B., B.CH., B.A.O.
*Wilson, W. James, B.A., M.B., B.CH., B.A.O.

M.B., B.CH., B.A.O. DEGREES EXAMINATION.

Spring, 1907.

EXHIBITION, £21.

IN MEDICINE GROUP.

Harvey, Charles R.

HONOURS.

IN MEDICINE GROUP.

First Class.

Harvey, Charles R.

Second Class.

Hill, Rowland, B.A.

IN SURGERY GROUP.

First Class.

Harvey, Charles R.

* Awarded a Gold Medal for highly distinguished answering.

IN MIDWIFERY GROUP.

Second Class.

Harvey, Charles R.

Upper Pass.

Harvey, Charles R. | Hill, Rowland, B.A.

Pass.

Boyd, John A.
Campbell, George F.
Fulton, Jane M.
M'Kee, William.
Mitchell, Charlotte E.

Autumn, 1907.

EXHIBITION, £21.

IN MEDICINE GROUP.

Prentiss, Herbert H.

HONOURS.

IN MEDICINE GROUP.

First Class.

Prentiss, Herbert H.

IN SURGERY GROUP.

Second Class.

Prentiss, Herbert H.

Upper Pass.

Holmes, Thomas S. S.
Lynham, John E. A.
Prentiss, Herbert H.
Shaw, James.
Stevenson, Alexander L.

Pass.

Caldwell, Matthew F.
Calwell, Gault.
Dewar, James.
Harding, Charles E. L.
Hughes, John.
M'Allen, Thomas J.
M'Combe, John S.
M'Cready, Wiclif
O'Sullivan, Christopher F. X.
Sinclair, James.

THIRD EXAMINATION IN MEDICINE.

Spring, 1907.

EXHIBITION.

Second Class, £20.

Gilmore, John J.

HONOURS.

Second Class.

Gilmore, John J.

Upper Pass.

Black, John A. | Taylor, Thomas.

Pass.

Alexander, Charles.
Campbell, Samuel.
Campbell, Samuel R.
Condy, Edgar M.
Dewar, Elliott P.
Jackson, David J.
Kennedy, Thomas.
Lowe, Caroline V.
Watson, Standish J.

Autumn, 1907.

Upper Pass.

Anderson, Joseph.
Craig, Albert V.
Dickey, William.
Houston, John C.
Steven, William S. R.
Thomson, Alfred M.

Pass.

Acheson, David R.
Carson, Francis S.
Connolly, Victor L.
M'Kee, Samuel K.
Mitchell, George E. A.
Moffett, Thomas J. S.
Patton, Alexander, B.A.
Rea, Samuel P
Riddell, William, B.A.
Spence, John.
Taggart, Robert S.

SECOND EXAMINATION IN MEDICINE.

Spring, 1907.

Upper Pass.

Haydock, William S.
Malcolm, Henry P.
Willis, David V. S.

Pass.

Bellas, James S.
Houston, Thomas H.
Hull, George E.
Irwin, Melville C.
Jackson, John L.
M'Cullough, Barkley, B.A.
M'Murray, Thomas P.
Stevenson, Walter.
Vint, Robert W.

Autumn, 1907.

HONOURS.

Second Class.

Black, Harold.

Upper Pass.

Simpson, Charles J.

Pass.

Brady, James T.
Carson, Frederick.
Cooper, George.
Dixon, Ernest S.
Emerson, Herbert.
Gaffikin, Philip J.
Glass, George S., B.A.
Smyth, William J.
Wisely, Francis J.

The following Candidate has been exempted from further Examination in Practical Chemistry :—

Law, Jane L.

FIRST EXAMINATION IN MEDICINE.

Summer, 1907.

HONOURS IN BOTANY.

First Class.

Porter, Joseph H.

Second Class.

Mitchell, John J. H.

HONOURS IN ZOOLOGY.

Second Class.

Mitchell, John J. H.

Pass.

Clearkin, Peter A.
Craig, John F.
Fulton, Thomas F. S.
Graham, Thomas D.
Hill, James.
M'Connell, Robert J.
M'Millan, Robert C.
Megaw, William.
Millar, William M.
Mitchell, Alexander G.
Mitchell, John J. H.
Mulholland, Henry H.
O'Farrell, William M.
Porter, Joseph.
Porter, Joseph H.
Skillen, Hugh A.
Wilson, William.

Autumn, 1907.

Pass.

Acheson, Samuel.
Berman, Abraham N.
Crooks, Frederick.
Foster, Samuel R.
M'Culloch, Richard.
M'Donald, Harold.
Reid, Adiel E. H.

SCHOOL OF ENGINEERING.

B.E. DEGREE EXAMINATION.

Pass.

Arbuthnot, Clifford W. E., B.A.
Green, William.
Sloan, James Z.
Waddell, Samuel J.

DIPLOMA IN ENGINEERING EXAMINATION.

Sinton, Victor W.

SECOND PROFESSIONAL EXAMINATION.

HONOURS.

Second Class.

Scott, Frederick W.

Pass.

Carlyle, George.

FIRST PROFESSIONAL EXAMINATION.

EXHIBITION.

Second Class, £15.

Lynd, William S.

HONOURS.

Second Class.

Lynd, William S.

Pass.

M'Ervel, James E.
Orr, Stephen A.

TABLE IX.—STUDENTS OF THE COLLEGE WHO HAVE GAINED JUNIOR FELLOWSHIPS, STUDENTSHIPS, SCHOLARSHIPS, EXHIBITIONS, OR PRIZES IN THE ROYAL UNIVERSITY OF IRELAND SINCE ITS ESTABLISHMENT.

The names of those who were disqualified by University standing, or age, are printed in *Italics*.

JUNIOR FELLOWSHIPS.

Morton, William B., M.A., in Mathematics, 1894
Woodburn, George, M.A., in Mental and Moral Science, 1894.
M'Elderry, Robert K., M.A., in Classics, 1896.
Donnan, Frederick G., M.A., in Chemistry, with Experimental Physics, 1897.
Houston, William A., M.A., in Mathematics, 1898.
Henry, Robert M., M.A., in Classics, 1900.
Magill, Robert, M.A., in Mental and Moral Science, 1900.
Vinycomb, Thomas B., M.A., in Natural Philosophy, 1903.
Hawthorne, John, B.A., in Chemistry with Experimental Physics, 1903.
Rice, James, M.A., in Mathematics, 1904.

SPECIAL PRIZE AT JUNIOR FELLOWSHIP EXAMINATION.

Lewis, William C. M., M.A., in Chemistry with Experimental Physics, 1907, £50.

UNIVERSITY STUDENTSHIPS.

Tate, James, in Mathematics, 1883, £100 for five years.
M'Quitty, William B., in Experimental Science, 1884, £100 for five years.
FitzHenry, William A., in Mental and Moral Science, 1885, £100 for five years.
Boyd, Andrew, in Civil and Constitutional History, Jurisprudence, and Political Philosophy, 1886, £100 for five years.
Orr, William McFadden, in Mathematics, 1887, £100 for five years.
Rowan, William H., in Classics, 1889, £100 for three years.
Woodburn, George, in Mental and Moral Science, 1889, £100 for three years.
Montgomery, Robert, in Classics, 1891, £100 for three years.
Haslett, Thomas, in Mental and Moral Science, 1891, £100 for three years.
Morton, William B., in Mathematical Science, 1892, £100 for three years.
Moore, Benjamin, in Experimental Science, 1892, £100 for three years.
M'Elderry, Robert K., in Classics, 1893, £100 for three years.
Cochrane, John, in History and Political Science, 1893, £100 for three years.
Donnan, Frederick G., in Experimental Science, 1894, £100 for three years.
Leathem, John G., in Mathematical Science, 1895, £100 for three years.
Magill, Robert, in Mental and Moral Science, 1896, £100 for three years.
Houston, William A., in Mathematical Science, 1896, £100 for three years.
Gillespie, John R., in Experimental Science, 1896, £100 for three years.
Henry, Robert M., in Classics, 1898, £100 for three years.
Rice, James, B.A., in Mathematical Science, 1900, £100 for three years.
Edgar, John H., B.A., in History and Political Science, 1901, £100 for three years.
Vinycomb, Thomas B., B.A., in Mathematical Science, 1901, £100 for three years.
Corkey, William, M.A., in Mental and Moral Science, 1902, £100 for three years.
Stewart, Herbert L., M.A., in Mental Science, 1906, £100 for three years.
Lewis, William C. M., B.A., in Experimental Science, 1906, £100 for three years.
Scandrett, Richard, M.A., in Ancient Classics, 1907, £100 for three years.
Riddell, James R., B.A., in Mathematical Science, 1907, £100 for three years.
Stevenson, James, B.A., in Mental and Moral Science, 1907, £100 for three years.
Anderson, James, B.A., in History and Political Science, 1907, £100 for three years.

SPECIAL PRIZE AT UNIVERSITY STUDENTSHIP EXAMINATION.

Davey, William H., M.A., in History and Political Science, 1905, £50.

UNIVERSITY MEDICAL STUDENTSHIPS.

Johnstone, Robert J., 1896, £200 for two years.
Houston, Thomas, 1898, £200 for two years.
Allen, Robert, M.B., 1900, £200 for two years.
Osborne, William A., M.B., 1903, £200 for two years.
Wilson, William J., B A., M.B., 1906, £200 for two years.

SPECIAL PRIZES AT MEDICAL STUDENTSHIP EXAMINATION.

Beatty, Robert M., B.A., M.B., Special Prize, 1902, £50.
Rankin, John C., M.B., Special Prize, 1903, £25.
Beatty, Robert M., B.A., M.B., Special Prize, 1904, £25.
Rankin, John C., M.B., Special Prize, 1905, £25.
Killen, Thomas, B A., M.B., Special Prize, 1907, £25.

UNIVERSITY SCHOLARSHIPS.

Orr, William M'F., in Mathematics, 1883, £50 for three years.
Johnson, William S., in Classics, 1884, £50 for three years.
Alexander, John J., in Mathematics, 1884, £50 for three years.
Everett, Alice, in Mathematics, 1885, £50 for three years.
Porter, William H., in Classics, 1886, £50 for three years.
Haslett, William W., in Classics, 1886, £50 for three years.
Williamson, William H., in Mathematics, 1886, £50 for three years.
Major, Harold W., in Mathematics, 1886, £50 for three years.
Stouppe, Margaret, Second Class in Classics, 1898, £20 for three years.
M'Donnell, John, First Class in Mathematics, 1898, £40 for three years.
Jamison, Robert, Second Class in Mathematics, 1900, £20 for three years.
Beatty, Richard T., Second Class in Mathematics, 1901, £20 for three years.
Ball, James A. E., Second Class in Mathematics, 1902, £20 for three years.
Robertson, William T., Second Class in Mathematics, 1903, £20 for three years.
Bennett, Edward S., Second Class in Experimental Science, 1907, £20 for three years.

DR. HENRY HUTCHINSON STEWART SCHOLARSHIPS.

Wilson, Mary, in Arts, 1886.
Baxter, James S., in Arts, 1890.
Woods, William J., in Medicine, 1890.
Chapman, Agnes H., in Arts, 1892.
Lyle, Thomas, in Medicine, 1900.
Graham, Robert A. L., in Mental Diseases, 1900.
Wilson, William J., in Medicine, 1901.
Dickey, James S., in Medicine, 1902.
Thomson, William W. D., in Medicine, 1906.

MEDALS AND PRIZES AT M.A. EXAMINATION.

Louden, James, a Gold Medal, 1884.
Boyd, Andrew, a Special Prize, 1885, £20.
FitzHenry, William A., a Gold Medal, 1885.
M'Quitty, William B., a Special Prize, 1885, £20.
Hunter, James, a Special Prize, 1886, £50.
Orr, William McF., a Gold Medal, 1887.
Campbell, John E., a Special Prize, 1887, £50.
Woodburn, George, a Gold Medal, 1889.
Witherow, James M., a Special Prize, 1891, £50
Haslett, William W., a Special Prize, 1892, £50.
Heron, Richard C., a Special Prize, 1893, £40.
Magill, Robert, a Gold Medal and Special Prize, 1895, £50.
Beatty, Richard T., B A., B.E., a Special Prize, 1906, £50.

Exhibitions at B.A. Examination.

Harrison, Thomas,	First Class Exhibition,		1882,	—
Johnston, John,	,,	,,	,,	£50.
Jones, Robert M.,	,,	,,	,,	£50.
M'Vicker, John W.,	,,	,,	,,	£50.
Campbell, John E.,	,,	,,	1883.	£50.
Darbishire, Herbert D.,	,,	,,	,,	£50.
Hunter, James,	,,	,,	,,	£50.
Louden, James,	,,	,,	,,	£50.
Campbell, John,	Second Class	,,	,,	£25.
Chambers, Joseph,	,,	,,	,,	—
Boyd, Andrew,	First Class	,,	1884,	£50
Boyd, Robert W.,	,,	,,	,,	—
FitzHenry, William A.,	,,	,,	,,	£50.
M'Quitty, William B.,	,,	,,	,,	£50.
Glass, Thomas,	Second Class	,,	,,	—
Henderson, Robert,	,,	,,	,,	£25.
Killen, William M.,	,,	,,	,,	£25.
M'Anlis, Thomas,	,,	,,	,,	£25.
Russell, William A.,	,,	,,	,,	£25.
Cummins, David,	First Class	,,	1885,	—
Orr, William M'F.,	,,	,,	,,	£50.
Orr William M'F.,	Special Prize,		,,	£50.
Rea, James C.,	First Class Exhibition,		,,	—
Russell, William,	,,	,,	,,	£50
Stewart, Thomas,	,,	,,	,,	£50.
Vance, John,	,,	,,	,,	£50.
Cromie, Edward S.,	Second Class	,,	,,	£25.
Dill, Alexander H.,	,,	,,	,,	—
Donald, Robert J. F.,	,,	,,	,,	—
Fitzsimons, James H.,	,,	,,	,,	£25
M'Neill, Robert,	,,	,,	,,	£25
Priestley, James,	Second Class	,,	,,	£25.
Alexander, John J.,	First Class	,,	1886,	£50.
Dunn, William,	,,	,,	,,	£50.
Johnson, William S.,	,,	,,	,,	£50.
Wheeler, George H.,	,,	,,	,,	£50.
Jamison, Daniel,	Second Class	,,	,,	£25.
Montgomery, Robert,	,,	,,	,,	—
Rowan, William H.,	First Class	,,	1887,	£50
Brown, Richard K.,	Second Class	,,	,,	—
Browne, James A.,	,,	,,	,,	£25.
Campbell, Robert,	,,	,,	,,	£25.
Henderson, William,	,,	,,	,,	£25.
Keightley, Frederick R.,	,,	,,	,,	—
McConnell, James,	,,	,,	,,	—
Salters, James,	,,	,,	,,	—
Wilson, Mary,	,,	,,	,,	£25.
Allison, William M. B.,	First Class	,,	1888,	£50.
Haslett, William W.,	,,	,,	,,	£50.
Stewart, James A.,	,,	,,	,,	£50
Woodburn, George,	,,	,,	,,	£50.
Adams, John J.,	Second Class	,,	,,	£25.
Jackson, Maud S.,	,,	,,	,,	—
Montgomery, Robert,	,,	,,	,,	£25.
Semple, John,	,,	,,	,,	—
Williamson, William H.,	,,	,,	,,	£25
Archer, James H.,	First Class	,,	1889,	£42
Entrican, Sara,	,,	,,	,,	—
Hazlett, Thomas,	,,	,,	,,	£42.
Kirk, Thomas S.,	,,	,,	,,	£42.
Morton, William B.,	,,	,,	,,	£42.

EXHIBITIONS AT B.A. EXAMINATION—*con.*

Witherow, James M.,	First Class Exhibition,	1889,	£42.
Wood, Jackson,	,, ,,	,,	—
Cotter, William E. P.,	Second Class ,,	,,	£21.
Leathem, Robert R. L.,	,, ,,	,,	£21.
Hanna, William,	First Class ,,	1890,	£42.
Heron, Richard C.,	,, ,,	,,	£42.
Cochrane, John,	Second Class ,,	,,	£21.
Lee, James,	,, ,,	,,	£21.
M'Kee, Robert B.,	,, ,,	,,	—
Moore, Benjamin,	,, ,,	,,	£21.
Walker, James,	,, ,,	,,	£21
Wylie, John,	,, ,,	,,	—
Leathem, John G.,	First Class ,,	1891,	£42.
M'Elderry, Robert K.,	,, ,,	,,	£42.
Baxter, James S.,	Second Class ,,	,,	£21.
Bradshaw, James M.,	,, ,,	,,	£21.
Heron, James, B., B.E.,	,, ,,	,,	—
Ashmore, Richard H.,	First Class ,,	1892,	£42.
Donnan, Frederick G.,	,, ,,	,,	£42.
Houston, William A.,	,, ,,	,,	£42.
Gillespie, James T.,	Second Class ,,	,,	£21.
Morell, David E.,	,, ,,	,,	£21.
O'Neill, Frederick W. S.,	,, ,,	,,	£21.
Chapman, Agnes S.,	First Class ,,	1893,	£42.
Gillespie, John R.,	,, ,,	,,	£42.
Hanna, Henry,	,, ,,	,,	£42.
Henry, Robert M.,	,, ,,	,,	£42.
Rodgers, William,	,, ,,	,,	£42.
Johnstone, Robt.J.,	Second Class ,,	,,	£21.
Martin, Thomas,	,, ,,	,,	£21.
Sayers, Willielma J.,	,, ,,	,,	£21.
Locke, George T.,	First Class, ,,	1894,	£42.
M'Mullan, John J.,	,, ,,	,,	£42.
Magill, Robert,	,, ,,	,,	£42.
Buchanan, James L.,	Second Class ,,	,,	£21.
Miskelly, William,	,, ,,	,,	£21.
M'Culla, James,	First Class ,,	1895,	£42.
Wallace, John S.,	,, ,,	,,	£42.
Brown, John W.,	Second Class ,,	,,	£21.
Buchanan, Alexander C.,	,, ,,	,,	£21.
Haire, James,	,, ,,	,,	£21.
M'Bride, James A.,	,, ,,	,,	—
Megaw, John W. D.,	,, ,,	,,	£21.
Purvis, William J.,	,, ,,	,,	£21.
Rice, James,	First Class ,,	1896,	£42.
Beare, Thomas J.,	Second Class ,,	,,	£21.
Donald, Albert L.,	,, ,,	,,	—
Graham, Robert A. L.,	,, ,,	,,	£21.
Hamill, William D.,	,, ,,	,,	£21.
Leathem, William H.,	,, ,,	,,	£21.
Dunn, Andrew,	First Class ,,	1897,	—
Seymour, Henry J.,	,, ,,	,,	—
Stoops, William	,, ,,	,,	—
Armstrong Fred. W,	Second Class ,,	,,	£21.
Caldwell, William.	,, ,,	,,	—
Harvey, Thomas E.,	,, ,,	,,	£21.
M'Mordie, David,	,, ,,	,,	£21.
Paul, Francis J.,	,, ,,	,,	£21.
Porter, Samuel C.,	,, ,,	,,	£21.
Turl, William H. C. W.,	,, ,,	,,	£21.
Hawthorne, John,	First Class ,,	1898,	£42.

EXHIBITIONS AT B.A. EXAMINATION—*con.*

M'Cutcheon, Catherine S. H.,	Second Class	Exhibition, 1898,	£21.
M'Kinstry, Archibald,	,,	,, ,,	£21.
Peden, Thomas M.,	,,	,, ,,	£21.
Tombe, Archibald S.,	,,	,, ,,	£21.
Greer, Robert F.,	First Class	,, 1899,	£42.
Smyth, Samuel A.,	,,	,, ,,	£42.
Vinycomb, Thomas B.,	,,	,, ,,	£42.
Black, Albert L.,	Second Class	,, ,,	—
Clark, Andrew,	,,	,, ,,	£21.
Cunningham, John A.,	,,	,, ,,	£21.
Glover, James S.,	,,	,, ,,	£21.
Greeves, Reginald A.,	First Class	,, 1900,	—
Killen, Thomas,	,,	,, ,,	£42.
M'Donnell, John,	,,	,, ,,	£42.
Carnwath, Thomas,	Second Class	,, ,,	£21.
Edgar, John H.,	,,	,, ,,	£21.
Knox, William G.,	,,	,, ,,	£21.
M'Cullough, Reid,	,,	,, ,,	£21.
Hawthorne, William,	First Class	,, 1901,	£42.
Houston, Robert M.,	,,	,, ,,	£42.
Kerr, Hugh,	,,	,, ,,	£42.
Brewster, John,	Second Class	,, ,,	£21.
Hagan, Edward J.,	,,	,, ,,	£21.
Johnston, Henry M.,	,,	,, ,,	—
Leighton, Robert H.,	,,	,, ,,	£21.
M'Kee, Phineas,	,,	,, ,,	£21.
Thomson, Laurence W.,	,,	,, ,,	£21.
Corkey, Robert,	First Class	,, 1902,	£42.
Wilson, William J.,	,,	,, ,,	£42.
Ferguson, Hugh R. M.,	Second Class	,, ,,	£21.
Hamilton, John E.,	,,	,, ,,	£21.
Totton, Joseph H.,	,,	,, ,,	—
Leathem, George,	First Class	,, 1903,	£42.
Riddell, James R.	,,	,, ,,	£42.
Scandrett, Richard,	,,	,, ,,	£42.
Hay, David,	Second Class	,, ,,	£21.
M'Kee, William A.,	,,	,, ,,	£21.
Ball, James A. E.,	First Class	,, 1904,	£42.
Beatty, Richard T.,	,,	,, ,,	£42.
Hill, Rowland,	,,	,, ,,	£42.
M'Gladery, Herbert,	,,	,, ,,	£42.
M'Cullough, Barkley,	Second Class	,, ,,	£21.
Martin, Hilda P.,	,,	,, ,,	£21.
Montgomery, Walter E.,	,,	,, ,,	£21.
Stevenson, James,	,,	,, ,,	£21.
Stewart, Herbert L.,	,,	,, ,,	£21.
Swan, Hugh D.,	,,	,, ,,	£21.
Anderson, James,	First Class	,, 1905,	£42.
Greer, John C.,	,,	,, ,,	£42.
Hoey, George M'C., B.E.,	,,	,, ,,	£42.
Lewis, William C. M.,	,,	,, ,,	£42.
M'Kee, James L.,	,,	,, ,,	—
M'Master, Albert V.,	,,	,, ,,	—
Glass, George S.,	Second Class	,, ,,	£21.
Lowry, William,	,,	,, ,,	£21.
Moffett, Emma,	,,	,, ,,	£21.
Patton, Alexander,	,,	,, ,,	£21.
Crymble, Cecil R.,	First Class	,, 1906,	—
Ferguson, Robert C.,	,,	,, ,,	—
M'Connell, Thomas W.,	,,	,, ,,	£42.
Shillington, Annie,	,,	,, ,,	£42.

EXHIBITIONS AT B.A. EXAMINATION—*con.*

Crawford, Samuel J.,	Second Class	Exhibition,	1906,	£21.
Harbinson, Charles H.,	,,	,,	,,	—
Molyneux, Jane,	,,	,,	,,	£21.
Riddell, William,	,,	,,	,,	—
Stoops, Samuel D.,	,,	,,	,,	£21.
Wright, Robert,	,,	,,	,,	£21.
Jamison, Edith R. L.,	First Class	,,	1907,	£42.
Orr, William R. M.,	,,	,,	,,	£42.
Lusk, William B.,	Second Class	,,	,,	—
MacWilliam, Henry H.,	,,	,,	,,	—
Patton, Thomas W.,	,,	,,	,,	£21.
Shaw, William L.,	,,	,,	,,	£21.
Thomson, William W. D.,	,,	,,	,,	£21.

EXHIBITIONS AT SECOND ARTS EXAMINATION.

Russell, William A.,	First Class	Exhibition,	1882,	£40.
Darbishire, Herbert D.,	Second Class	,,	,,	£20.
Hunter, James,	,,	,,	,,	£20.
Campbell, John E.,	,,	,,	,,	£20.
Lennox, Malcolm E. M.,	First Class	,,	1883,	£40.
Donald, Robert J. F.,	Second Class	,,	,,	£20.
Rea, James C.,	,,	,,	,,	—
Orr, William M'F.,	First Class	,,	1884,	£40.
M'Neill, Robert,	,,	,,	,,	£40.
Cromie, Edward S.,	Second Class	,,	,,	£20.
Anderson, Alice M.,	,,	,,	,,	£20.
Haslett, Annie W.,	Second Class	,,	1884,	£20.
Priestley, James,	,,	,,	,,	£20.
Johnson, William S.,	First Class	,,	1885,	£40.
Wheeler, George H.,	Second Class	,,	,,	£20
Brown, George W.,	,,	,,	,,	£20.
Macdonnell, Adam J. P.,	,,	,,	,,	£20.
Irwin, William,	First Class	,,	,,	£20.
Dick, John S.,	,,	,,	,,	£20.
Rowan, William H.,	,,	,,	1886,	£40
Luke, Edward H.,	,,	,,	,,	£40.
Montgomery, Robert,	,,	,,	,,	£40.
Steen, David M.,	,,	,,	,,	£40.
Semple, John,	Second Class	,,	,,	—
Campbell, Robert,	,,	,,	,,	£20.
Everett, Alice,	,,	,,	,,	£20.
Pedlow, Thos. B.,	,,	,,	,,	£20.
Wylie, John,	,,	,,	,,	£20.
Jamison, Alexander,	,,	,,	,,	£20.
Haslett, William W.,	First Class	,,	1887,	£40.
Stewart, James A.,	,,	,,	,,	£40.
Cotter, William E. P.,	Second Class	,,	,,	£20.
Williamson, William H.,	,,	,,	,,	£20.
Hamill, James,	,,	,,	,,	£20.
Morton, William B.,	First Class	,,	1888,	£40.
Archer, James H.,	,,	,,	,,	£40.
Lee, James,	,,	,,	,,	£40.
Megaw, Robert D.,	Second Class	,,	,,	£20.
Dickie, Alexander A.,	,,	,,	,,	£20.
Entrican, Sara,	,,	,,	,,	—
Bradshaw, James M.,	First Class	,,	1889,	£36.
Moore, Benjamin,	Second Class	,,	,,	£18.
Walker, James,	,,	,,	,,	£18.
M'Cracken, William J.,	,,	,,	,,	£18.

EXHIBITIONS AT SECOND ARTS EXAMINATION—*con.*

Heron, Richard C.,	Second Class Exhibition,		1889,	£18.
Donald, Albert L.,	,,	,,	,,	£18
Houston, Thomas,	,,	,,	,,	£18.
Leathem, John G.,	First Class	,,	1890,	£36.
Gillespie, James T.,	,,	,,	,,	£36.
M'Elderry, Robert K.,	,,	,,	,,	£36.
Baxter, James S.,	,,	,,	,,	£36.
Toye, Thomas,	Second Class	,,	,,	£18
Gillespie, Samuel,	,,	,,	,,	£18.
Megaw, David,	,,	,,	,,	£18.
Fullerton, William A.,	,,	,,	,,	£18.
Wilson, William A.,	,,	,,	,,	£18.
Donnan, Frederick G.,	First Class	,,	1891,	£36.
Ashmore, Richard H.,	,,	,,	,,	£36.
Houston, William A.,	,,	,,	,,	£36.
M'Kitrick, Alex.,	Second Class	,,	,,	£18.
Porter, John A.,	,,	,,	,,	£18.
Rowan, Marriott L.,	,,	,,	,,	£18
Gillespie, John R.,	First Class	,,	1892,	£36.
Rodgers, William,	,,	,,	,,	£36.
Crawford, Wm. M.,	,,	,,	,,	£36
M'Cutcheon, Robt. R.,	Second Class	,,	,,	£18.
Reid, David D.,	,,	,,	,,	£18.
Pyper, John,	,,	,,	,,	£18.
Henry, Robert M.,	,,	,,	,,	£18.
Locke, George T.,	First Class	,,	1893,	£36.
Boas, Walter P.,	,,	,,	,,	£36.
Miskelly, William,	,,	,,	,,	£36.
Buchanan, James L.,	Second Class	,,	1893,	£18.
Minford, John Y.,	,,	,,	,,	£18.
M'Culla, James,	First Class	,,	1894,	£36.
Miskelly, Samuel S.,	,,	,,	,,	£36.
Buchanan, Alexander C.,	,,	,,	,,	£36.
Purvis, William J.,	Second Class	,,	,,	£18.
Rice, James,	First Class	,,	1895,	£36.
Leathem, William H.,	,,	,,	1895,	£36.
Beare, Thomas J.,	Second Class	,,	,,	£18
M'Neill, William,	,,	,,	,,	£18
Fullerton, Joseph A.,	,,	,,	,,	£18.
Paul, Francis J.,	First Class	,,	1896,	£36.
Armstrong, Fredk. W.,	Second Class	,,	,,	£18.
Porter, Samuel C.,	,,	,,	,,	£18.
Harvey, Thomas E.,	,,	,,	,,	£18.
M'Cutcheon, Katherine S. H.,		,,	,,	£18.
Wilson, George,	First Class	,,	1897	£36.
Smyth, Samuel W.,	Second Class	,,	,,	£18.
Tombe, Archibald,	,,	,,	,,	£18.
Stewart, Samuel E.,	,,	,,	,,	£18.
Sinclair, William T.,	,,	,,	,,	£18.
Greer, Robert T.,	First Class	,,	1898,	£36.
Glover, James S.,	,,	,,	,,	£36.
Martin, James R.,	,,	,,	,,	£36.
Elliott, George R.,	Second Class	,,	,,	£18.
Clark, Andrew,	,,	,,	,,	£18.
Vinycomb, Thomas B.,	,,	,,	,,	£18.
Waddell, John,	,,	,,	,,	£18.
Kerr, Hugh,	First Class	,,	1899,	£36.
M'Cullagh, Reid,	Second Class	,,	,,	£18.
Ferguson, James,	,,	,,	,,	£18.
Hagan, Edward J.,	,,	,,	1900,	£18.
Hawthorne, William,	,,	,,	,,	£18.

EXHIBITIONS AT SECOND ARTS EXAMINATION—*con.*

Smiley, Sara R. B., Second Class Exhibition, 1900, £18.
M'Kee, Phineas, ,, ,, ,, £18.
Houston, Robert M., ,, ,, ,, £18.
Kelly, James J., ,, ,, ,, £18.
Johnston, John, First Class ,, 1901, £36.
Leathem, George, ,, ,, ,, £36.
Johnston, Thomas A., Second Class ,, ,, £18.
Ferguson, Hugh R. M., ,, ,, ,, £18.
Jamison, Robert, ,, ,, ,, £18.
Beatty, Richard T., First Class ,, 1902, £36.
Riddell, James R., ,, ,, ,, £36.
Scandrett, Richard, Second Class ,, ,, £18.
Huston, Marshall F., ,, ,, ,, £18.
Stevenson, James, ,, ,, ,, £18.
Ball, James A. E. First Class, ,, 1903, £36.
Shillington, Annie, ,, ,, 1904, £36.
Glass, George S., Second Class ,, ,, £18.
Lynd, John L., ,, ,, ,, £18
M'Connell, Thomas W., First Class ,, 1905, £36.
Jamison, Edith R. L., ,, ,, 1906, £36.
Picken, Andrew, ,, ,, ,, £36.
Rodgers, Thomas F., Second Class ,, ,, £18.
Patton, Thomas W., ,, ,, ,, £18.
Kirkpatrick, William, ,, ,, 1907, £18.

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EXHIBITIONS AT FIRST UNIVERSITY EXAMINATION.

Gorman, Wm. T., Second Class Exhibition, 1882, £15.
Keane, Albert T., ,, ,, ,, £15.
M'Neill, Robert, First Class ,, 1883, £30.
Orr, William M'F., ,, ,, ,, £30.
Cromie, Edward S., Second Class ,, ,, £15.
Anderson, Alice M., ,, ,, ,, £15.
Brown, George W., First Class ,, 1884, £30.
Wheeler, George H., Second Class ,, ,, £15.
Morton, Hamilton, ,, ,, ,, £15.
Alexander, John J., ,, ,, ,, £15.
Irwin, William, ,, ,, ,, £15.
Dick, John S., ,, ,, ,, £15.
Semple, John, First Class ,, 1885, —
Everett, Alice, ,, ,, ,, £30.
Montgomery, Robert, ,, ,, ,, £30.
Rowan, William H., ,, ,, ,, £30.
Luke, Edward H., ,, ,, ,, £30.
Campbell, Robert, Second Class, ,, ,, £15.
Pedlow, Thomas B., ,, ,, 1886, £15.
Hamill, James, ,, ,, ,, £15.
Jamison, Alexander, ,, ,, ,, £15.
Haslett, Wm. W., First Class ,, ,, £30.
Williamson, Wm. H., ,, ,, ,, £30.
Cotter, Wm. E. P., Second Class ,, ,, £15.
Allison, Wm. M. B., ,, ,, ,, £15.
Stewart, James A., ,, ,, ,, £15.
Morton, Wm. B., First Class ,, 1887, £30.
Archer, James H., ,, ,, ,, £30.
Lee, James, ,, ,, ,, £30.
Dickie, Alex. A., Second Class ,, ,, £15.
Megaw, Robert D., ,, ,, ,, £15.
Donald, Albert L., ,, ,, ,, £15.
Heron, Richard C., First Class ,, 1888, £30.

EXHIBITIONS AT FIRST UNIVERSITY EXAMINATION—*con.*

Bradshaw, James M.,	First Class Exhibition,	1888,	£30.
Woods, William J.,	Second Class ,,	,,	£15.
Cochrane, John,	,, ,,	,,	£15.
M'Cracken, William J.,	,, ,,	,,	£15.
Leathem, John G.,	First Class ,,	1889,	£30.
Gillespie, James T.,	,, ,,	,,	£30.
M'Elderry, Robert K.,	,, ,,	,,	£30.
Fullerton, William A.,	,, ,,	,,	£30.
Baxter, James S.,	,, ,,	,,	£30.
Megaw, David,	Second Class ,,	,,	£15.
Gillespie, Samuel,	,, ,,	,,	£15.
Marjoribanks, Norman E.,	,, ,,	,,	£15.
Donnan, Frederick G.,	First Class ,,	1890,	£30.
Houston, William A.,	,, ,,	,,	£30.
Ashmore, Richard H.,	,, ,,	,,	£30.
M'Kitrick, Alexander,	,, ,,	,,	£30.
Porter, John A.,	Second Class ,,	,,	£18.
M'Cutcheon, Oliver E.,	,, ,,	,,	£18.
M'Mullan, Frederick,	,, ,,	,,	£18.
Bingham, Robert W.,	,, ,,	,,	£18.
Mercier, Daniel P.,	,, ,,	,,	£18.
Rowan, Marriott L.,	,, ,,	,,	£18.
Gillespie, John R.,	First Class ,,	1891,	£30.
Pyper, John,	,, ,,	,,	£30.
Woodburn, James B.,	,, ,,	,,	£30.
M'Cutcheon, Robert R.,	Second Class ,,	,,	£15.
Johnstone, Robert J.,	,, ,,	,,	£15.
Clements, Mary E.,	,, ,,	,,	£15.
Boas, Walter P.,	First Class ,,	1892,	£30.
Locke, George T.,	,, ,,	,,	£30.
Harvey, Francis W.,	,, ,,	,,	£30.
Adams, John,	,, ,,	,,	£30.
M'Culla, James,	,, ,,	,,	£30.
Miskelly, William,	,, ,,	,,	£30.
Buchanan, James L.,	Second Class ,,	1892,	£15.
Minford, John G.,	,, ,,	,,	£15.
Clements, William T.,	,, ,,	,,	£15.
Miskelly, Samuel S.,	First Class ,,	1893,	£30.
Purvis, William J.,	Second Class ,,	,,	£15.
Buchanan, Alexander C.,	,, ,,	,,	£15.
Megaw, John W. D.,	,, ,,	,,	£15.
Atkinson, George C.,	,, ,,	,,	£15.
Brown, John W.,	,, ,,	,,	£15.
Rice, James,	First Class ,,	1894,	£30.
Fullerton, Joseph A.,	Second Class ,,	,,	£15.
Leathem, William H.,	,, ,,	,,	£15.
M'Neill, William,	,, ,,	,,	£15.
Todd, Ebenezer W.,	,, ,,	,,	£15.
Scott, James B.,	,, ,,	,,	£15.
Hilton, Robert,	,, ,,	,,	£15.
M'Cutcheon, Katherine S. H.,	First Class ,,	1895,	£30.
Paul, Francis J.,	,, ,,	,,	£30.
Harvey, Thomas E.,	,, ,,	1895,	£30.
Porter, Samuel C.,	,, ,,	,,	£30.
Macafee, William,	,, ,,	,,	£30.
Armstrong, Frederick W.	,, ,,	,,	£30.
Minford, William,	Second Class ,,	,,	£15.
Stoops, William A.,	,, ,,	,,	—
Hawthorne, John,	,, ,,	,,	£15.
Smyth, Samuel A.,	First Class ,,	1896,	£30.
Spence, John A.,	,, ,,	,,	£30.
Stewart Samuel E.,	Second Class ,,	,,	£15.
Wilson, George,	,, ,,	,,	£15.

EXHIBITIONS AT FIRST UNIVERSITY EXAMINATION—*con.*

Woods, James,	Second Class Exhibition,	1896,	£15.
Peden, Thomas U.,	,, ,,	,,	£15.
Sinclair, William T.,	,, ,,	,,	£15.
Jennings, Christian,	,, ,,	,,	£15.
Vinycomb, Thomas B.,	First Class ,,	1897,	£30.
Elliott, George R.,	,, ,,	,,	£30.
Martin, James R.,	,, ,,	,,	£30.
Greer, Robert F.,	Second Class ,,	,,	£15.
Gillespie, Alfred J.,	,, ,,	,,	£15.
Waddell, John,	,, ,,	,,	£15
Carnwath, Thomas,	,, ,,	,,	£15.
Malet, Christopher L.,	,, ,,	,,	£15.
Clark, Andrew,	,, ,,	,,	£15.
Adamson, Francis L.,	First Class ,,	1898,	£30.
Kerr, Hugh,	,, ,,	,,	£30.
Stouppe, Margaret,	Second Class ,,	,,	£15
M'Donnell, John,	,, ,,	,,	£15.
Ferguson, James,	,, ,,	,,	£15.
Knox, William G.,	,, ,,	,,	£15.
Rutherford, John F.,	,, ,,	,,	£15.
M'Cullough, Reid,	,, ,,	,,	£15.
Houston, Robert M.,	First Class ,,	1899,	£30.
Hawthorne, William,	,, ,,	,,	£30.
M'Kee, Phineas,	,, ,,	,,	£30.
Hagan, Edward J.,	,, ,,	,,	£30.
Wilson, William J.,	,, ,,	,,	£30.
Smiley, Sara R. B.,	Second Class ,,	1899,	£15.
Madill, James M. M.,	,, ,,	,,	£15.
Houston, Charles C.,	,, ,,	,,	£15.
Leathem, George,	First Class ,,	1900,	£30.
Jamison, Robert,	,, ,,	,,	£30.
Johnston, John,	Second Class, ,,	,,	£15.
Shillington, Margaret,	,, ,,	,,	£15.
Arnold, John C.,	,, ,,	,,	£15.
Johnston, Thomas A.,	,, ,,	,,	£15.
Stewart, Herbert L.,	First Class ,,	1901,	£30.
Beatty, Richard T.,	,, ,,	,,	£30.
Riddell, James R.,	,, ,,	,,	£30.
Huston, Marshall F.,	,, ,,	,,	£30.
Scandrett, Richard,	Second Class ,,	,,	£15.
Ball, James A. E.,	First Class ,,	1902,	£30.
M'Conneli, Samuel J.	,, ,,	,,	£30.
M'Cullough, Barkley,	Second Class ,,	,,	£15.
Patton, Alexander,	First Class ,,	1903,	£30.
Robertson, William T.,	Second Class, ,,	,,	£15.
Shillington, Annie,	,, ,,	,,	£15.
Glass, George S.,	,, ,,	,,	£15.
Wilson, Charles M.,	,, ,,	,,	£15.
Lynd, John L.,	,, ,,	,,	£15.
M'Callum, John D. M.	,, ,,	,,	£15.
Murdock, William T.,	First Class ,,	1904,	£30.
M'Connell, Thomas W.,	Second Class ,,	,,	£15.
Patton, Thomas W.,	First Class ,,	1905,	£30.
Hamill, John M'F.,	Second Class ,,	,,	£15.
Jamison, Edith R. L.,	,, ,,	,,	£15
Miller, Sinclair,	,, ,,	1906,	£15
Buchanan, Ellinor M. G.,	,, ,,	,,	£15.
M'Ilroy, Hugh,	First Class ,,	1907,	£30.
Beverland, John H.,	,, ,,	,,	£30.
Bennett, Edward S.,	Second Class, ,,	,,	£15.
Jackson, James S.,	,, ,,	,,	£15.
Keatley, Sarah E.,	,, ,,	,,	£15.

Medal at LL.D. Examination.

Stephenson, George A., a Gold Medal, 1900.

Prizes and Exhibitions at LL.B. Examination.

Strahan, James A.,	A Prize,	1882, £50.
Corr, William R.,	,,	,, £25.
Watts, William N.,	,,	1883, £25.
Hamilton, Andrew B.,	,,	1884, £50.
Nelson, Thomas E.,	,,	,, £25.
Harrison, Thomas,	,,	1885, £50.
Forbes, John,	,,	,, £25.
Turnbull, Martin H.,	,,	1886, £25.
Gibson, Thomas H.,	,,	1889, £21.
Johnston, William J.,	,,	1891, £21.
Megaw, Robert D.,	,,	1892, £42.
M'Cormick, Isaac W.,	,,	,, £21.
Archer, James H., Second Class Exhibition,		1893, £21.
M'Cutcheon, Robert R., First Class	,,	1898, £42.
Buchanan, James L., Second Class	,,	1901, £21.
Porter, Samuel C., M.A.,	,, ,,	1903, £21.
Diamond, Samuel J., B.A.,	,, ,,	1904, £21.

Prizes and Exhibitions at First Examination in Law.

Megaw, Robert D.,	A Prize,	1891, £20.
Robb, Frederick J.,	,,	1892, £10.
Morell, David E., First Class Exhibition,		1894, £20.
M'Cutcheon, Robert R., Second Class	,,	1895, £10.
Allen, David, ,,	,,	1897, £10.
Farrell, Thomas J., B A., ,,	,,	1900, £10.
Porter, Samuel C , M.A., ,,	,,	1902, £10.
Leighton, Robert H., B.A., ,,	,,	,, £10.
Anderson, James, B.A., First Class	,,	1906, £20.
Elliott, George R., M.A., Second Class	,,	1907, £10.

Medals at M.D. Examination.

Donnan, William D., a Gold Medal,	1897.
Houston, Thomas, B A., a Gold Medal	1899.
Brown, Richard K., B.A., a Gold Medal	1903.
MacIlwaine, John E., a Gold Medal	1904.
Weir, John S. F., a Gold Medal	,,
Lowry, Charles G., a Gold Medal	1906.
Wilson, W. James, B.A., a Gold Medal	1907.

Special Prize at M.Ch. Examination.

Cowden, William J., Special Prize, 1885, £20.

Special Prize at M.A.O. Examination.

Redfern, John J., Special Prize, 1885, £20.

Exhibitions at M.B. Examination.

White, William, Second Class Exhibition,	1884,	—
Grainger, Thomas, ,,	,,	,, £25.
Redfern, John J., First Class ,,	1885,	£50.
Thomson, George S., Second Class ,,	1886,	£25.
M'Kisack, Henry L., ,,	1887,	£25.

EXHIBITIONS AT M.B., B.CH. AND B.A.O. EXAMINATIONS.

Haslett, Robert W., Second Class Exhibition,		1889, —
Fullerton, Andrew, First Class	,,	1890, £40.
Campbell, Robert, Second Class	,,	1892, £25.
Woods, William J., ,,	,,	1893, £25.
Thompson, William D. T., ,,	,,	1894, £25.
Watt, Robert, ,,	,,	,, £25.
Craig, James A., First Class	,,	1895, £40.
Houston, Thomas, Second Class	,,	,, £25.
Smyth, Walter S., First Class	,,	1896, £40.
Johnstone, Robert J., B.A., Second Class	,,	,, £25.
M'Cully, Andrew L., First Class	,,	1897, £40.
Robertson, Walter B., Second Class	,,	,, £25.
M'Cay, David, ,,	,,	1898, £25.
Megaw, John W. D., B.A., First Class	,,	1899, £40.
Steen, Robert, Second Class	,,	,, £25.
Rankin, John C., First Class	,,	1900, £40.
M'Carrison, Robert, Second Class	,,	,, £25.
Steen, Hugh B., ,,	,,	,, £25.
MacIlwaine, John E., First Class	,,	1901, £40.
Radcliffe, John A. D., ,,	,,	,, £40.
M'Mordie, David, B.A., Second Class	,,	,, £25.
Phillips, Walter, B.A., First Class	,,	1902, £40.
Armstrong, John, Second Class	,,	,, £25.
Carnwath, Thomas, B.A., ,,	,,	1903, £25.
Lyle Thomas, ,,	,,	1904, £25.
Dickey, James S., First Class	,,	1905, £40.
Wilson, William J., B.A., Second Class	,,	,, £25.
Jamison, Robert, First Class	,,	1906, £40.
Warnock, James, M.A., Second Class	,,	,, £25.
Harvey, Charles R., Exhibition in Medicine Group,		1907, £21.
Prentiss, Herbert H., ,,	,,	,, £21.

EXHIBITIONS AT THIRD EXAMINATION IN MEDICINE.

Hall, John M., First Class Exhibition,		1888, —
Griffith, Patrick G., Second Class	,,	1889, —
Fullerton, Andrew, ,,	,,	,, £20.
Woods, William J., First Class	,,	1891, £30.
Jamison, Alexander, Second Class	,,	,, £20.
Leathem, Robert R. L., ,,	,,	,, £20.
M'Keown, Robert J., ,,	,,	1892, £20.
Watt, Robert, ,,	,,	,, £20.
Craig, James A., First Class Exhibition,		1893, £30.
Graham, Robert A. L., Second Class	,,	1897, £20.
Megaw, John W. D., ,,	,,	,, £20.
Hunter, William M., ,,	,,	,, £20.
West, John W. ,,	,,	,, £20.
MacIlwaine, John E., First Class	,,	1898, £30.
Radcliffe, John A. D., Second Class	,,	,, £20.
M'Mordie, David, B.A. ,,	,,	1899, £20.
Armstrong, John, ,,	,,	,, £20.
Johnston, Henry M., First Class	,,	1900, £30.
Phillips, Walter, B.A., Second Class	,,	,, £20.
Lyle, Thomas, First Class	,,	1901, £30.
Carnwath, Thos., B.A., Second Class	,,	,, £20.
Dickey, James S., First Class	,,	1903, £30.
Wilson, William J., B.A. ,,	,,	,, £30.
Jamison, Robert, Second Class	,,	,, £20.
Harvey, Charles R., First Class	,,	1904, £30.
M'Kee William A., B.A., ,,	,,	,, £30.
Shaw, James, Second Class	,,	,, £20.
Kevin, Robert G., ,,	,,	1905, £20.
Huston, Marshall F., ,,	,,	1906, £20.
Gilmore, John J, ,,	,,	1907, £20.

EXHIBITIONS AT SECOND EXAMINATION IN MEDICINE.

Chambers, James,	First Class Exhibition,	1882,	—
Grainger, Thomas,	Second Class ,,	,,	£20.
M'Quitty, William B.,	First Class ,,	1883.	£40.
Buchanan, Andrew,	Second Class ,,	,,	£20.
Woods, Edmund M'N.,	,, ,,	1884,	£20.
Weatherup, William,	,, ,,	1885,	£20.
Hall, John M.,	First Class ,,	1886,	—
Fullerton, Andrew,	Second Class ,,	1888,	£15.
Robertson, Walter B.,	,, ,,	1890,	£15.
Jamison, Alex.,	,, ,,	,,	£15.
Woods, William J.,	First Class ,,	,,	£25.
Craig, James A.,	Second Class ,,	1892,	£15.
MacKeown, William J.,	First Class ,,	1893,	£25.
Beggs, Samuel T.,	Second Class ,,	,,	£15.
MacIlwaine, John E.,	,, ,,	1897,	£15.
M'Mordie, David,	,, ,,	1898,	£15
Black, Albert L.,	,, ,,	,,	£15.
Phillips, Walter, B.A.,	,, ,,	1899,	£15.
Johnston, Henry M.,	,, ,,	,,	£15.
Lyle, Thomas,	First Class ,,	1900,	£25.
Wilson, William J.,	,, ,,	1901,	£25.
Dickey, James S.,	,, ,,	1902,	£25.
M'Kee, William A.,	,, ,,	1903.	£25.
Harvey, Charles R.,	Second Class ,,	,,	£15.
Thomson, Wm. W. D.,	First Class ,,	1906,	£25.

EXHIBITIONS AT FIRST EXAMINATION IN MEDICINE.

Haslett, Robert W.,	First Class Exhibition,	1884,	£30.
Smiley, David C.,	Second Class ,,	,,	£15.
Morton, Hamilton,	First Class ,,	1885,	£30.
Wilson, Robert,	Second Class ,,	,,	£15.
Robertson, Walter B.,	First Class ,,	1888,	£20.
Moore, Benjamin,	,, ,,	1890,	—
Houston, Thomas,	,, ,,	1891,	—
Osborne, William A.,	,, ,,	1892,	£20.
Johnstone, Robert J.,	Second Class ,,	,,	£10.
Hanna, Henry,	First Class ,,	1893,	£20.
Scott, John,	Second Class ,,	,,	£10.
M'Mordie, David,	First Class Exhibition,	1896,	£20.
Black, Albert L.,	Second Class ,,	,,	£10.
Phillips, Walter,	,, ,,	1897,	£10.
M'Clatchey, John,	,, ,,	1898,	—
Johnston, Henry M.,	,, ,,	,,	£10.
M'Pherson, Joseph C.,	,, ,,	1899,	—
Wilson, William J.,	First Class ,,	1900,	£20.
Spence, Robert J.,	Second Class ,,	,,	£10.
Dickey, James S.,	First Class ,,	1901,	£20.
M'Kee, William A.,	,, ,,	,,	£20.
Jamison, Robert,	Second Class, ,,	,,	£10.
Leighton, William J.,	,, ,,	,,	£10.
Harvey, Charles R.,	,, ,,	1902,	£10.
Knight, Charles G.,	,, ,,	,,	£10.
Huston, Marshall F.,	,, ,,	1903,	£10
Sinton, John A.,	,, ,,	1904,	£10.
Taylor, Thomas,	,, ,,	,,	£10.
Dickey, William,	First Class ,,	1905,	£20.
Thomson, William W. D.,	,, ,,	,,	£20.
McCloy, John M.,	Second Class ,,	,,	—

Exhibitions at B.E. Examination.

Burden, Alexander M.,	First Class Exhibition,	1885,	£50.
Heron James,	A Prize,	,,	£20.
Graham, John,	Second Class Exhibition,	1887,	£25.
Phillips, James St. J.,	,,	1890,	£21.
Sides, John F.,	First Class ,,	1895,	£42.
Gailey, Thomas A.,	,, ,,	1896,	£42.
Orr, William R.,	Second Class ,,	,,	£21.
Bell, Arthur L.,	,, ,,	1900,	£21.
Alexander, C. W. L.	,, ,,	1901,	£21.
Stewart, Thos. B., B.A.	,, ,,	1902,	£21.
Hawthorne, William, B.A.,	First Class ,,	1903,	—
Ball, James A. E., B.A.,	,, ,,	1906,	—

Exhibitions at Second Examination in Engineering.

Tate, Charles L.,	First Class Exhibition,	1884,	£20 Prize.
Burden, Alexander M.,	,, ,,	,,	£40.
Heron, James,	Second Class ,,	,,	£20.
Anderson, Joshua T. N.,	,, ,,	1885,	£20.
Graham, John,	,, ,,	1886,	£20.
Greer, Robert T.,	,, ,,	1891,	£18.
Sides, John F.,	First Class ,,	1894,	£36.
Gailey, Thomas A.,	,, ,,	1895,	£36.
Hawthorne, William, B.A.,	,, ,,	1902,	—
Miller, John,	Second Class ,,	1903,	£18.
Ball, James A. E., B.A.,	First Class ,,	1905,	—
Shaw, William L.,	,, ,,	1906,	£36.

Exhibitions at First Examination in Engineering.

Burden, Alexander M.,	First Class Exhibition,	1883,	£30.
Heron, James,	Second Class ,,	,,	£15.
Anderson, Joshua T. N.,	,, ,,	1884,	£15.
Graham, John,	,, ,,	1885,	£15.
Moore, Benjamin,	,, ,,	1888,	£15.
Megaw, David,	,, ,,	1892,	—
Sides, John F.,	,, ,,	1893,	£15.
Gailey, Thomas A.,	First Class ,,	1894,	£30.
Hawthorne, William,	,, ,,	1900,	—
Miller, John,	Second Class ,,	1902,	—
Beatty, Richard T.,	First Class ,,	1903,	—
Scott, Frederick W.,	,, ,,	1906,	£30.
Lynd, William S.,	Second Class ,,	1907,	£15.

TABLE X.—List of Sundry Students of the COLLEGE who have, since 1st January, 1881, obtained distinctions in Universities other than the Royal University of IRELAND.

The date immediately following each name is that of the last Session in which the name of the Student appeared on the Roll of the College.

ECCLES, JOHN, M.A. R.U.I., M.A. Cantab. (1876–77).
1881. Wranglership, 14th place in the Mathematical Tripos, University of Cambridge

NEWSOME, JAMES C., M.A. R.U.I., B.A. T.C.D. (1876–77).
1884. Scholarship (Classical), Trinity College, Dublin.
1887. Classical Studentship, Trinity College, Dublin.

CHARLES, ROBERT H., M.A. R.U.I., M.A. T.C.D. (1877–78).
1881. Senior Moderatorship in Classics, and Junior Moderatorship in Ethics and Logics, University of Dublin.

CORRY, THOMAS H., M.A. R.U.I., B.A. Cantab. (1877–78).
1881. Scholarship, Gonville and Caius College, Cambridge.

JOHNSTON, WILLIAM J., M.A. R.U.I., B.A. T.C.D. (1877–78).
1883. Senior Moderatorship in Mathematics and Physics, University of Dublin.

WRIGHT, ALMROTH E., B.A., M.D. T.C.D. (1877–78).
1882. Senior Moderatorship in Modern Literature, University of Dublin.

KNOWLES, THOMAS T., M.A. R.U.I., M.A. Cantab. (1878–79).
1882. Wranglership, 19th place in Mathematical Tripos, University of Cambridge.

SEAVER, RICHARD W., M.A. R.U.I., B.A. T.C.D. (1879–80).
1881. Scholarship (Classical), University of Dublin.
1883. Senior Moderatorship in Ethics and Logics, and Junior Moderatorship in Classics, University of Dublin.

REID, JAMES S., B.A. R.U.I. (1880–81).
1882. Foundation Scholarship, Lincoln College, Oxford.

M'FARLAND, ROBERT A. H., M.A. R.U.I., B.A. Cantab. (1880–81).
1882. Scholarship, Gonville and Caius College, Cambridge.
1883. Wranglership, 9th place in Mathematical Tripos, University of Cambridge.
„ Exhibition, Gonville and Caius College, Cambridge.

SEMPLE, ROBERT H., M.A. R.U.I., B.A. Cantab. (1880–81).
1881. Sizarship, St. John's College, Cambridge.
„ Exhibition, Goldsmiths' Company, University of Cambridge,
„ Exhibition at First B.A. Examination in Mathematics. University of London.

ANDERSON, WILLIAM C. F., M.A. R.U.I., B.A. Durham (1881–82).
1882. Foundation Scholarship, University of Durham.
„ Newby Scholarship, University of Durham.
1883. First Year Scholarship, University of Durham.
„ University Classical Scholarship, University of Durham.
1884. Gabbet Prize for Essay on Moral Philosophy, University of Durham.
„ Adam de Brome Exhibition, Oriel College, Oxford.
1885. Second Class in Classical Moderations, University of Oxford.
1887. Second Class in Final Classical School, University of Oxford.

LARMOR, ALEXANDER, M.A. R.U.I., M.A. Cantab. (1881–82).
1881. First Entrance Scholarship in Mathematics, Clare College, Cambridge.
1882. Foundation Scholarship, Clare College, Cambridge.
1884. Wranglership, 11th place in Mathematical Tripos, University of Cambridge.
1885. Berkeley Fellowship, Owens College, Manchester.
Fellowship, Clare College, Cambridge.

CAMPBELL, ALBERT, B.A. Cantab. (1882–83).
1884. Foundation Scholarship, Corpus Christi College, Cambridge.
1885. First Senior Optime, University of Cambridge.

M'VICKER, JOHN W., B.A. R.U.I. (1882–83).
1883. Exhibition in Mathematics, Worcester College, Oxford.

STEWART, DAVID A., M.A. R.U.I., M.A. Cantab. (1882–83).
1881. First Mathematical Scholarship, Caius College, Cambridge.
1883. Foundation Scholarship, Caius College, Cambridge.
,, Mathematical Scholarship, University of London.
,, Goldsmith Exhibition, University of Cambridge.

RUSSELL, WILLIAM A., B.A. R.U.I., B.A. Cantab. (1883–84).
1883. Exhibition, St. John's College, Cambridge.
,, Sizarship, St. John's College, Cambridge.
1885. Goldsmith Exhibition, University of Cambridge.
1886. Honours in Classical Tripos, University of Cambridge.

CAMPBELL, JOHN E., M.A. R.U.I., M.A. Oxon. (1883–84).
1883. Mathematical Scholarship, Hertford College, Oxford.
1885. Junior University Mathematical Scholarship, and First Class in Mathematical Moderations, University of Oxford.
1887. First Class in Final Mathematical School, University of Oxford.
1887. Fellowship, Hertford College, Oxford.
1888. Senior Mathematical Scholarship, University of Oxford.

DARBISHIRE, HERBERT D., B.A. R.U.I., M.A. Cantab. (1883–84).
1883. Sizarship, St. John's College, Cambridge.
1885. Honours in Classical Tripos, University of Cambridge.
1888. Foundation Scholarship, St. John's College, Cambridge.
1889. M'Mahon Law Scholarship, St. John's College, Cambridge.
1892. Fellowship, St. John's College, Cambridge.

BARNETT, RICHARD W., B.CH., M.A., B.C.L. Oxon. (1881–82).
1885. Third Class in Classical Moderations, University of Oxford.
1887. Second Class in Jurisprudence, University of Oxford

ORR, WILLIAM M'F., M.A. R.U.I., M.A. Cantab. (1884–85).
1884. Foundation Scholarship, St. John's College, Cambridge.
1886. Exhibition in St. John's College, Cambridge.
1888. Senior Wrangler in Mathematical Tripos, University of Cambridge.
1889. First Class in Mathematical Tripos, Part II.

TATE, JAMES, M.A. R.U.I., B.A. Cantab. (1883–84).
1886. Sixteenth Wrangler, University of Cambridge.
1886. Foundation Scholarship, St. John's College, Cambridge.

TEEDE, BENJAMIN H., M.D. T.C.D. (1885–86).
1886. Science Scholarship, Trinity College, Dublin.
1887. Mathematical Studentship, Trinity College, Dublin.
1889. Bishop Law Mathematical Premium, Trinity College, Dublin.

PORTER, WILLIAM H., B.A. Oxford (1885–86).
1887. Scholarship, Lincoln College, Oxford.
1888. Goldsmith Exhibition, University of Oxford.
1889. Second Class in Classical Moderations, University of Oxford.
1891. Second Class in Final Classical School, University of Oxford.
1893. Chancellor's Prize for English Prose Essay, University of Oxford.

GREGG, JAMES, M.A. R.U.I., M.A. T.C.D. (1880–81).
1888. First Science Scholarship, Trinity College, Dublin.

LUKE, EDWARD H., B.A. R.U.I. (1886–87).
1888. Classical Scholarship, Trinity College, Dublin.

MAJOR, HAROLD W., B.A. R.U.I., B.A. Cantab. (1887–88).
1888. First Entrance Scholarship in Mathematics, Queen's College, Cambridge.
1889. Foundation Scholarship in Mathematics, Queen's College, Cambridge.
1891. Second Class Honours in Mathematical Tripos, University of Cambridge.

M'BRIDE, ERNEST W., M.A. Cantab., B.Sc. Lond. (1887–88).
1888. Entrance Exhibition, St. John's College, Cambridge.
1889. Exhibition in Natural Science, St. John's College, Cambridge.
1890. B.Sc. with First Class Honours and Exhibition in Natural Science, University of London.
„ First Class Honours at Natural Science Tripos, Part I., University of Cambridge.
„ Foundation Scholarship, St. John's College, Cambridge.
1891. First Class Honours in Natural Science Tripos, Part II. University of Cambridge.
„ Hughes Prize, St. John's College, Cambridge.
1892. Appointed Demonstrator in Natural Science at University of Cambridge.
1893. Fellowship, St. John's College, Cambridge.
„ The Walsingham Medal for original work in Natural Science, University of Cambridge.
1899. D.Sc., University of London.

HASLETT, WILLIAM W., B.A. R.U.I., M.A. Cantab. (1888–89).
1888. Entrance Exhibition, St. John's College, Cambridge.
1890. Foundation Scholarship, St. John's College, Cambridge.
1891. First Class Honours in Classical Tripos, Part I. University of Cambridge.
1892 First Class Honours in Classical Tripos, Part II., University of Cambridge.

MONTGOMERY, ROBERT, M.A. R.U.I., B.A. Cantab. (1887–88).
1889. Foundation Sizarship, and First Class Honours in Classics, Trinity College, Cambridge.
1890. Foundation Scholarship, Trinity College, Cambridge.
1891. First Class Honours in Classical Tripos, University of Cambridge.

ALEXANDER, JOHN J., M.A. R.U.I., B.A. Cantab. (1887–88).
1887. Entrance Exhibition, St. John's College, Cambridge.
1889. Foundation Scholarship, St. John's College, Cambridge.
1890. Wranglership, Seventh place in Mathematical Tripos, University of Cambridge.

LEE, JAMES, B.A. R.U.I. (1888–89).
1889. Entrance Exhibition, St. John's College, Cambridge.

MORTON, WILLIAM B., M.A. R.U.I., M.A. Cantab. (1888–89).
1889. Entrance Exhibition, St. John's College, Cambridge.
1891. Foundation Scholarship, St. John's College, Cambridge.
1892. Wranglership, Eighth place in Mathematical Tripos, University of Cambridge.

COTTER, WILLIAM E. P., B.A. R.U.I., M.A. T.C.D. (1888–89).
1889. Classical Scholarship, Trinity College, Dublin.

HERON, RICHARD C., M.A. R.U.I., B.A. Cantab. (1889–90).
1889. Exhibition, St. John's College, Cambridge.
1891. Goldsmith Exhibition, University of Cambridge.
,, Foundation Sizarship, St. John's College, Cambridge.
1892. Foundation Scholarship, St. John's College, Cambridge.
1893. Wranglership, Twentieth place in Mathematical Tripos, University of Cambridge.

STEWART, JAMES A., B.A. R.U.I. (1888–89).
1889. Exhibition, St. John's College, Cambridge.
1891. Foundation Scholarship, St. John's College, Cambridge.

KEIGHTLEY, FREDERICK R., B.A. R.U.I., B.A. Cantab. (1886–7).
1890. Third Class Honours in Historical Tripos, University of Cambridge.

LEATHEM, JOHN G., M.A. R.U.I., M.A. Cantab. (1890–91).
1891. Entrance Exhibition, St. John's College, Cambridge.
1894. Hughes Prize, St. John's College, Cambridge.
,, Wranglership, Fourth place in Mathematical Tripos, University of Cambridge.
1895. First Division of First Class in Mathematical Tripos, Part II. University of Cambridge.
,, Sir Isaac Newton Studentship, University of Cambridge.
1896. Fellowship, St. John's College, Cambridge.
1899. D.Sc. and Granville Scholarship, University of London.

M'ELDERRY, ROBERT K., M.A. R.U.I., M.A. Cantab. (1890–91).
1891. Entrance Exhibition, St. John's College, Cambridge.
1893. Hughes Prize, St. John's College, Cambridge.
1894. First Class, Second Division, in Classical Tripos, Part I., University of Cambridge.
1895. First Class in Classical Tripos, Part II., University of Cambridge, with Star for distinguished answering in History Section.
1897. Fellowship, St. John's College, Cambridge.

M'VICKER, CHARLES EDWARD, B.A. Cantab., M.A. T.C.D. (1881–82).
1892. Wranglership, Seventeenth place in Mathematical Tripos, University of Cambridge

BOAS, WALTER P., B.A. R.U.I. (1891–92).
1892. Entrance Exhibition, St. John's College, Cambridge.
1894. Exhibition St. John's College, Cambridge.

HOUSTON, WILLIAM A., M.A. R.U.I., B.A. Cantab. (1891–92).
1892. Entrance Exhibition, St. John's College, Cambridge.
1894. Foundation Scholarship, St. John's College, Cambridge.
1896. Wranglership, Fifth place in Mathematical Tripos, University of Cambridge.
1897. First Class, First Division, in Mathematical Tripos, Part II., University of Cambridge.
1898. Second Smith's Prize.
1899. Fellowship, St. John's College, Cambridge.

LOCKE, GEORGE T., B.A. R.U.I., B.A. Cantab. (1893–94).
1894. Entrance Exhibition, St. John's College, Cambridge.
,, Foundation Scholarship, St. John's College, Cambridge.
1897. Honours in Mathematical Tripos, Part I., University of Cambridge.

ROBB, ALFRED A., B.A. R.U.I., B.A. Cantab. (1893–94).
1894. Entrance Exhibition, St. John's College, Cambridge.
1897. Honours in Mathematical Tripos, Part I., University of Cambridge.

CLEMENTS, WILLIAM T., B.A. Cantab. (1893–94).
1894. Entrance Exhibition, St. John's College, Cambridge.
1897. Honours in Mathematical Tripos, Part I., University of Cambridge.

BAXTER, JAMES SINCLAR, B.A. R.U.I., LL.B. London (1893–94).
1894. LL.B. with First Class Honours, London University.

MEGAW, ROBERT D., M.A., LL.B. R.U.I. (1892–93).
1894. Prize of £50 for distinguished answering at the Examination for the Reid Professorship, Trinity College, Dublin.

RICE, JAMES, B.A. R.U.I. (1895–96).
1894. Entrance Exhibition, St. John's College, Cambridge.

REID, DAVID D., B.A. Oxon. (1892–93).
Scholarship in History, New College, Oxford.
1896. First Class in Modern History Class List, University of Oxford.
1897. Second Class in School of Jurisprudence, University of Oxford.

ARMSTRONG, FREDERICK W., B.A. R.U.I. (1896–97).
1897. Exhibition in Classics of £50 at Entrance Scholarship Examination, St. John's College, Cambridge.
1902. Naden Divinity Studentship, St. John's College, Cambridge.
1903. Second Class in Theological Tripos, Part II., University of Cambridge.

EVERETT, ALEXANDER FRASER (1896–97).
1899. Exhibition in History, New College, Oxford, £50 per annum during residence.

STEWART-WALLACE, JOHN S. (1894–95).
1899. First Class, Final Honour School of Jurisprudence, University of Oxford.
1900. Vinerian Law Scholarship, £80 per annum for three years, University of Oxford.

ARNOLD, JOHN CORRY (1899–1900).
1900. Entrance Exhibition, St. John's College, Cambridge.
1903. Second Class in Classical Tripos, Part I. University of Cambridge.

LEATHEM, GEORGE (1900–1901).
1900. Entrance Scholarship, St. John's College, Cambridge.
1904. Wranglership, Nineteenth place in Mathematical Tripos, University of Cambridge.

JOHNSTON, JOHN (1900–1901).
1901. Scholarship of £80 per annum for four years, Merton College, Oxford.
1902. Goldsmith Exhibition, University of Oxford.
1903. Second Class in Classical Moderations, University of Oxford.
1905. First Class, Final Honour School of Litterae Humaniores, University of Oxford.
1906. Sanscrit Prize, £15, University of Oxford.

STEWART, HERBERT LESLIE (1900–1901).
1901. Scholarship of £60 per annum for four years, Lincoln College, Oxford.
1902. Goldsmith Exhibition, £175, University of Oxford.
1903. Second Class in Classical Moderations, University of Oxford.
1905. Second Class, Final Honour School of Litterae Humaniores, University of Oxford.
,, John Locke Scholarship in Mental Philosophy, £120, University of Oxford.
,, Cobb Scholarship in Divinity, £96, University of Edinburgh.

ALEXANDER, CONNEL WILLIAM LONG (1900–1901).
1901. Bowen Scholarship in Engineering, University of Birmingham.

MORTON, JOHN GEORGE (1899–1900).
1903. Second Class in Theological Tripos, Part I., University of Cambridge.
1904. Second Class in Theological Tripos, Part II., University of Cambridge.

RIDDELL, JAMES RIDDELL (1902–1903).
1902. Sizarship, Trinity College, Cambridge.
1906. Major Scholarship, Trinity College, Cambridge.
,, Wranglership, Twenty-third place in Mathematical Tripos, University of Cambridge.
1907. First Class, Third Division, in Mathematical Tripos, University of Cambridge.

MURRAY, ROBERT HENRY (1898–1899).
1906. Vice-Chancellor's Prize in English Prose, First Place, University of Dublin.
1907. Senior Moderatorship in History and Political Science, First Place and Gold Medal, University of Dublin.
,, Vice-Chancellor's Prize in English Prose, Second Place, University of Dublin.

SHILLINGTON, ANNIE, B.A. (1905–06).
1907. First Class, Third Division, in Classical Tripos, Part I., University of Cambridge.
1908. First Class in Classical Tripos, Part II., University of Cambridge.

Table XI.—Benefactors of Queen's College, Belfast, since its Foundation in 1845.

Anno.

1847. Presented by Charles Davis, Esq., a large oil painting of the Assassination of Peter the Martyr, by Atkins, being a copy of the original painting by Titian.

—— Presented by Professor Craik, a portrait of Confucius.

1851. The Governors of the Armagh Observatory, with the sanction of Her Majesty, transferred to the College the Transit Instrument and Astronomical Clock which were formerly in the Observatory at Kew.

The Lords of the Admiralty, on the recommendation of the Astronomer Royal of England, acceded to an application from Professor Wilson for transferring to the College a Mural Circle by Jones, which had been in use at the Cape of Good Hope.

1854. Presented by W. P. Wilson, Esq., M.A., former Professor of Mathematics in the College, a Bust of Sir Isaac Newton.

1855. Presented by Robert Lynn, Esq., London, an oil portrait of James the First of England when a child, an oil portrait of Joannes Carolus, and an oil portrait of John Milton.

1860. An Oil Portrait of Hugh Carlisle, M.D., former Professor of Anatomy and Physiology in the College; presented by the subscribers.

1864. Given by R. M. Wilson, Esq., an Exhibition of Twenty Pounds to be conferred annually upon one or more of the most deserving unsuccessful candidates for a Scholarship of the First Year.

This Exhibition was awarded for eleven years.

1864. Given by the Royal Academical Institution, Belfast, two Exhibitions of Five Pounds each, to be conferred annually upon students from that Institution who obtain the highest places in the Literary and Science Divisions, at the Examination for Scholarships of the First Year.

1866. Given by John Charters, Esq., an Exhibition, value Fifteen Pounds, and two Exhibitions, value Ten Pounds each, in the Literary Division of the Faculty of Arts; also one Exhibition, value Fifteen Pounds, and two, value Ten Pounds each, in the Science Division of the Faculty of Arts, to be called the "Charters' Exhibitions," and to be annually awarded during ten years, at the Examinations for the Literary and Scientific Scholarships of the first year, to students who, during at least one year previous to their entrance into college, were in continuous attendance at the Royal Academical Institution, and who attain the standard of excellence required at the Junior Scholarship Examinations. Also, an Exhibition, value Fifty Pounds, tenable for one year, to be called the "Charters' Medical Exhibition," to be annually awarded during ten years, in connexion with the Belfast School of Medicine, by the Trustees of the "Charters' Educational Fund."

—— An Oil Portrait of William Burden, M.D., former Professor of Midwifery in the College; presented by the subscribers.

1868. Bequeathed by Robert Sullivan, Esq., LL.D., Barrister-at-Law, the sum of Four Thousand Pounds for the endowment of Three Scholarships in Queen's College, Belfast, to be called the Sullivan Scholarships, two of them to be restricted to candidates who shall have acted as Teachers or Assistant Teachers in Irish National Schools for at least two years, and one of them to candidates who shall have been educated in the Royal Academical Institution, Belfast, for at least three years.

These Scholarships are of the annual value of Forty Pounds each and are tenable for three years.

Anno.

1869. Given by William Coates, Esq., a prize, value Thirty Pounds, to be called "The Coates Prize," and to be awarded in the Department of Engineering.

This prize was awarded for four years.

1869. A Bust of the Rev. P. Shuldham Henry, D.D., late President of the College, by S. F. Lynn, sculptor, presented by the Professors and other subscribers.

1871. A Bust of George Lillie Craik, LL.D., former Professor of History an English Literature, by Shakspere Wood, sculptor.

1871. An Oil Portrait of George Lillie Craik, LL.D., former Professor of History and English Literature in the College, and also a photograph group of some of the Professors; presented by Messrs. Marcus Ward & Co.

1871. Bequeathed by John Porter, Esq., the sum of Three Thousand One Hundred and Ten Pounds Eight Shillings and Four Pence for the endowment of Two Scholarships in Queen's College, Belfast, to be called "The Porter Scholarships." These scholarships are of the annual value of Fifty Pounds each, and are tenable for two years.

1873. A deed was executed by William Dunville, Esq., establishing the "Sorella Trust." This deed, which also provides funds for other educational purposes not connected with the College, endows two Studentships in Queen's College, Belfast, to be called "The Dunville Studentships." They are awarded, in alternate years, one, for the encouragement of the study of Mathematical and Physical Science. the other, for the encouragement of the study of Natural Science, Each person obtaining a Studentship receives £45 for the first year, and £100 for the second year.

1873. Given by the Widow and Children of the late John Robinson M'Clean, Esq., Civil Engineer, London, through the hands of the Rev. P. S. Henry, D.D., President, the sum of Five Hundred Pounds, to be expended in the purchase of Scientific works for the Library of Queen's College, Belfast.

1874. Given by the Methodist College, Belfast, one Exhibition, value Ten Pounds, to be awarded annually to the highest answerer among students from the Methodist College who obtain Literary Scholarships of the first year in Queen's College, Belfast; and another Exhibition, also value Ten Pounds, to the highest answerer among students from the Methodist College, who obtain Science Scholarships of the First Year in the same College.

1876. Given by the Reverend Arthur Hercules Pakenham, for the endowment of two Scholarships in Queen's College, Belfast, one to be called the "Sir Hercules Pakenham Scholarship," and the other the "Emily Lady Pakenham Scholarship," the sum of One Thousand Pounds, invested in five bonds of £100 each of the Moscow Jaroslaw Railway Company, and five bonds of £100 each of the Charkoff Azov Railway Company.

1877. Given by an anonymous donor, Ten Pounds, to provide for an Entrance Prize of Five Pounds, to be awarded for proficiency in French.

This prize was awarded for two years.

1878. An Oil Portrait of Alexander Gordon, M.D., former Professor of Surgery in the College, painted by Richard Hooke; presented by the subscribers

1880. The subscribers to a testimonial given to Dr. MacDouall on his retirement from the Professorship of Greek, presented to the College, in addition to a portrait of Dr. MacDouall by Richard Hooke, now placed in the Examination Hall, a collection of Classical and Oriental Works of the value of £275, selected from the library of Dr. MacDouall, to form the nucleus of a department of the Library to be called "The MacDouall Library."

Anno.

1881. The sum of One Thousand Seven Hundred and Ninety-two Pounds Seven Shillings was raised by public subscription, for the establishment of a Scholarship to commemorate the distinguished services, rendered to this College and to Chemical Science, by Dr. Thomas Andrews, F.R.S., the late Vice-President.

At the same time a full-length Oil Portrait of Dr. Andrews, painted for the College by Richard Hooke, was placed in the Examination Hall.

1882. The sum of Eight Hundred and Seventy-five Pounds Six Shillings, in New Three per Cent. Government Stock, being a portion of the bequest of the late Lord Blayney, was transferred to this College by the Queen's University in Ireland. The "Blayney Exhibition" was founded therewith.

1882. An Oil Portrait of William Nesbitt, M.A., former Professor of Latin in the College, painted by Richard Hooke; presented by the Subscribers.

1889. Bequeathed by John M'Kane, Esq., LL.D., Barrister-at-Law, former Professor of English Law in the College, a Gold Medal to be awarded annually for answering in Jurisprudence and Political Economy.

1889. An Oil Portrait of the Rev. J. Leslie Porter, D.D., LL.D., late President of the College, painted by Richard Hooke; presented by the President and Professors.

1890. An Oil Portrait of John Purser, LL.D., Professor of Mathematics in the College, 1863–1901, and Registrar, 1878–1901, painted by Miss Sarah Purser; presented by his former students.

1891. Given by Her Majesty's Commissioners of the Exhibition of 1851, the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, and limited to those branches of Science (such as Physics, Mechanics, and Chemistry), the extension of which is specially important for our national industries.

1893. Given by Her Majesty's Commissioners of the Exhibition of 1851, the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, as above.

1893. Founded by the Trustees of the Sorella Trust the "Dunville Chair of Physiology."

1894. An Oil Portrait of Peter Redfern, M.D., Professor of Anatomy and Physiology, 1860–93, painted for the College by Ernest E. Taylor; presented by the Subscribers.

1894. Subscribed, and raised by a Fancy Fair, about £8,000 for the erection of a College Union.

1895. Given by Her Majesty's Commissioners of the Exhibition of 1851 the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, as above.

1895. An Oil Painting of James MacAdam, Esq., the first Librarian of the College, presented by Miss MacAdam, through R. M. Young, Esq., B.A., J.P.

1896. Given by the Trustees of the Sorella Trust the sum of £100 for the purchase of apparatus for the department of Physiology.

1897. Given by Her Majesty's Commissioners of the Exhibition of 1851 the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, as above.

Anno.

1897. An Oil Portrait of the Rev. George Hill, Librarian of the College, 1850–1880, painted for the College by Harry Douglas; presented by the Subscribers, and unveiled by Mrs. W. J. Pirrie, Ormiston.

1897. An Oil Portrait of Sir William MacCormac, Bart., M.D., President of the Royal College of Surgeons, England; painted for the College by Harris Brown; presented by the Subscribers, and unveiled by the Marquess of Dufferin and Ava.

1897. An Oil Portrait of John Stevelly, LL.D., Professor of Natural Philosophy, 1849–1867; presented by his son, Robert Sankey Stevelly, B.A.

1898. Given by Two Friends, to assist in the Establishment of a Museum of Sanitary Science, £20.

1898. An Oil Portrait of Joseph David Everett, M.A., D.C.L., F.R.S., Professor of Natural Philosophy, 1867–1896, painted for the College by W. R. Symonds; presented by the Subscribers.

1899. Given by Her Majesty's Commissioners of the Exhibition of 1851, the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, as above.

1899. Given by Two Friends, to assist in general equipment of the College, £20.

1900. Given by Two Friends, to assist in general equipment of the College, £20.

1900. Presented by Miss Mary K. Andrews, Sixty copies of *The Scientific Papers* of the late Thomas Andrews, M.D., F.R.S.

1900. An Oil Portrait of James Cuming, M.A., M.D., F.R.C.P.I., Professor of Medicine, 1865–1899, painted for the College by Harry Douglas; presented by the Subscribers, and unveiled by Mrs. W. J. Pirrie, Ormiston.

1901. Given by His Majesty's Commissioners of the Exhibition of 1851 the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, as above.

1901. An Oil Portrait of John Frederick Hodges, M.D., L.A.H., L.F.P.S., F.C.S., F.I.C., Professor of Agriculture, 1849–1899, painted for the College by Thomas Hill, London; presented by the Subscribers, and unveiled by the Marquess of Londonderry.

1901. An Oil Portrait of Robert Burns, by Wm. Dobie, presented by his great-grand-daughter, Mrs. Burns Thomas, Martinstown, Killinick, Co. Wexford.

1901. Founded by Sir James Musgrave, Bart., D.L., "The Musgrave Chair of Pathology."

1902. Silver Medal of the late Marquess of Dufferin and Ava, presented by the Dowager Marchioness of Dufferin and Ava.

1902. An Oil Portrait of Samuel James MacMullan, M.A., Professor of History and English Literature 1892-1900, by H. M. Paget; presented by the Subscribers, and unveiled by Mr. Serjeant Dodd.

1903. Given by His Majesty's Commissioners for the Exhibition of 1851, the nomination to a Scholarship of the value of 150 per annum, tenable for two, or, under special conditions, for three years, as above.

1903. "The Mitchell Organ," erected in the Examination Hall by the family of the late W. C. Mitchell, Esq., J.P., Belfast, in his memory.

1903. Portrait of Rev. Frederick Howe Ringwood, LL.D., D.LIT., Professor of Greek in the College, 1849–1850; presented by his son, R. F. Ringwood, Esq.

Anno.

1903. Apparatus of the value of £5, for the Engineering Department; presented by a Friend.

1904. Apparatus of the value of £10, for the Physical Laboratory; presented by John M. Finnegan, Esq., B.A., B.SC.

1904. A Chronometer for the Physical Laboratory; presented by Professor M. F. FitzGerald, B.A.

1904. An Oil Portrait of Sir John Byers, M.A., M.D., Professor of Midwifery, by Mrs. Henry Normand; presented by the Subscribers and unveiled by the Right Hon Thomas Sinclair, J.P., D.L.

1904. Founded by the Misses Riddel—"The Riddel Demonstratorship in Pathology and Bacteriology."

1904. Founded by Professor Frederick Purser, F T.C.D., in memory of the late Professor John Purser, M.A., LL.D., "The Purser Studentship in Mathematics."

1904. Three Tubes of Radium, each containing 20 milligrammes; presented by Sir Otto Jaffe, J.P.

1904. Portrait of Sir James Musgrave, Bart., D.L.; presented by his brother, Henry Musgrave, Esq, D L.

1905. Given by His Majesty's Commissioners for the Exhibition of 1851, the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, as above

1905. Subscription of £20,000 given by Sir Donald Currie, G.C.M.G., F.R.G.S., to the "Fund for the Better Equipment of Queen's College, Belfast."

1905. Subscription of £4,000 given by Sir Otto Jaffe, J.P., to the "Fund for the Better Equipment of Queen's College, Belfast."

1906. Given by His Majesty's Commissioners for the Exhibition of 1851, the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, as above.

1906. Founded by Robert Mackay Wilson, Esq., "The Mackay Wilson Travelling Medical Scholarship."

1907. Subscribed, and raised by a Fancy Fair, about £3,000 for the purchase of an Athletic Field.

1907. Subscription of £2,000 given by Sir Donald Currie, G.C.M.G., F.R.G.S., for the purchase of an Athletic Field.

1907. Completion of the "Fund for the Better Equipment of Queen's College, Belfast," up to over £75,000.

1908. Given by His Majesty's Commissioners for the Exhibition of 1851, the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, as above.

1908. Portrait of James Thomson, LL.D., D.SC., Professor of Civil Engineering, 1857–1873; presented by his son, James Thomson, Esq., M A.

TABLE XII.

Donations to the Library, 1907–1908.

(In order of receipt).

Universidad Nacional de La Plata, Primera assembla general de Profesores.

By the University of La Plata.

China, Imperial Maritime Customs: Returns of Trade, &c.
" " Gazette.
By the Registrar-General of Chinese Customs.

The Silver Treasure Trove of Hildesheim.
By Th. Blume (Hildesheim).

Catalogue of the First Circulating Collection of Water-Colour Paintings of the British School.
By the Board of Education.

Annual Report of the Ashton-under-Lyne Free Library.
Annual Report of the John Crerar Library. (Chicago.)
By the Librarian.

Annals of the University Club, New York.
By the Secretary.

Nebraska University Studies.
The University of Nebraska.

Records of the Geological Survey, India.
Annual Report of the Board of Scientific Advice for India, 1905-6.
By the Government of India.

Annotationes Zoologicae Japonenses. Vol. 6, Pt. 2.
By the Tokyo Zoological Society.

Howard, R.: Malarial Prophylaxis.
Bassett-Smith, P. W.: The Therapeutical Treatment of Mediterranean Fever by Vaccines, &c.
By the London School of Tropical Medicine.

Wellcome Research Laboratory: Bulletins 63-9.
By the Wellcome Research Laboratory.

Memoirs of the Department of Agriculture in India.
By the Government of India.

Board of Education: Instructions for Technical Schools,
By the Board of Education.

Japp, F. R., and others: Researches in Organic Chemistry in the University of Aberdeen.
Munro, A. M.: Memorials of the Aldermen, Provosts, and Lord Provosts of Aberdeen, 1272-1895.
Subject Catalogue of the Science and Law Library, Marischal College.
By the University of Aberdeen.

Preliminary Check Lists of American Almanacs, 1639-1800.
Calendar of the Correspondence of George Washington with the Continental Congress.
Naval Records of the American Revolution, 1775-88.
By the Librarian of Congress.

Memoirs of the Geological Survey, India.
By the Government of India.

Report of the Bureau of American Ethnology.
Bulletin of the Bureau of Standards.
By the Smithsonian Institution.

Fifth Annual Report of the Bellevue Allied Hospitals. (New York.)
By the Superintendent.

Mitteilungen aus der medizinischen Facultät der Kaiserlich-Japanischen Universtät zu Tokyo.
By the University of Tokyo.

Campbell, John: Clinical Gynaecology.
By the Author.

Catalogue of Oil Paintings by British Artists and Foreigners working in Great Britain.
By the Board of Education.

Records of the Botanical Survey, India.
By the Government of India.

Contributions to the U.S. National Herbarium.
Smithsonian Miscellaneous Collection.
By the Smithsonian Institution.

Proceedings of the Institution of Civil Engineers.
By the Institution of Civil Engineers.

Journals of the Continental Congress. VII.
Select List of Books relating to Iron and Steel in Commerce.
List of Works relating to the French Alliance in the American Revolution.
By the Librarian of Congress.

Eighth Annual Congress of the American Hospital Association.
By the Association.

Western Australian Year Book, 1902-4.
By the Western Australian Government.

Meldola, Raphael: The Position and Prospects of Chemical Research in Great Britain.
By the Chemical Society.

Journals and Proceedings of the Asiatic Society of Bengal.
Memoirs of the Asiatic Society of Bengal.
By the Society.

Transactions of the Royal Academy of Medicine. (Ireland.)
By the Academy.

Annual Report of the Commissioners of Education. (U.S.A.) 1905.
By the Commissioner of Education (U.S.A.).

Astronomical, Magnetical, and Meteorological Observations made at Greenwich. 1905.
By the Astronomer-Royal.

Summary of Progress of the Geological Survey of Great Britain, 1906.
By the Geological Survey.

Memoirs of the Geological Survey. Ammanford.
,, Swansea.
,, Sheets 230 and 247.
By the Geological Survey.

Memoirs of the Geological Survey (Scotland). Geology of Islay.
By the Geological Survey.

Fukuzawa, Sampachi, Vier mathematische Abhandlungen. (2 copies).
By the Author.

Journal of the Royal Sanitary Institute.
By the Institute.

Museum of the Royal College of Surgeons of England: Catalogue of Osteological Specimens. Series III.
————: Catalogue of Physiological Series, II.
By the Council of the Royal College of Surgeons.

Manchester Steam Users' Association: Memorandum of the Chief Engineer.
By the Association.

Proceedings of the Institute of Mechanical Engineers, 1907.
By the Institute.

Australian Commonwealth: Population and Vital Statistics; Bulletin I.
By the Australian Commonwealth.

Intermediate Education Board, Ireland: Examinations, 1907. Pass Lists.
By the Intermediate Education Board.

Liverpool University: Institute of Commercial Research. Quarterly Journal.
Liverpool University: The Commercial Possibilities of West Africa. By Viscount Mountmorres.
By the University of Liverpool.

Bulletin of the Agricultural Research Institute; 4.
Memoirs of the Department of Agriculture, India. Entomological Series.
————: Chemical Series.
Cooke, F.: Flora of the Presidency of Bombay.
By the Government of India.

John Rylands Library; Bulletin V.-I.
————: Catalogue of an Exhibition of Books and Broadsides illustrating the Early History of Printing.
————: Catalogue of an Exhibition of Bibles illustrating the History of the English Bible from Wicliff to the Present Time.
————: A Brief Historical Description of the Library and its Contents.
By the Governors of the John Rylands Library.

Annual Report of the City of Leeds Public Libraries. 1906-7.
By the Librarian.

University of Nebraska: University Studies. VII.-2.
By the University of Nebraska.

The Geological Structure of the North-West Highlands of Scotland.
By the Geological Survey.

Calendar of Letter Books of the City of London; H. 1375-99.
By the Town Clerk, London.

Board of Education: Syllabuses for 1907-8.
By the Board of Education.

Cunningham, H. H. B.: Catarrhal Conjunctivitis.
By the Author.

Transactions of the Institute of Naval Architects, 1907.
By the Institute.

Le Opere di Galileo Galilei, Vol. III.-2, XIX.
Favaro, Antonio: Trent' anni di studi Galileiani.
By Minister of Public Instruction, Rome.

University of Kansas: Science Bulletin. IV. I.-VI.
By the University of Kansas.

U. S. National Museum: Bulletin 50. Ridgway, R. The Birds of Middle and North America. IV.
———: Bulletin 53; Pt 2. Merrill, Geo. P. Catalogue of the Type and Figured Specimens of Fossils, Minerals, Rocks and Ores. 2.
———: ——57. Miller, G. S. The Families and Genera of Bats.
———: —— 58. Stejneger, L. Herpetology of Japan and adjacent Territory.
———: —— 59. Vaughan, T. W. Recent Madreporaria of the Hawaiian Islands and Laysan.
———: Contributions from the U. S. National Museum. 10.
———: Proceedings of the U. S. National Museum. 32.
By the Smithsonian Institution.

Fifty-fourth Report of the Registrar-General of Births, Deaths and Marriages. (Scotland.) Abstracts of 1905.
By the Registrar-General, Scotland.

Australian Commonwealth: Parliamentary Debates, 1907.
By Australian Government.

Historical MSS. Commission: Report on the MSS. of the Earl of Ancaster preserved at Grimsthorpe.
By H.M. Government.

Aston, W. G.: Shinto, the Ancient Religion of Japan.
By the Author.

Seventeenth Report of the Historical MSS. Commission.
Local Government (Ireland) Report. 1907.
By H.M. Government.

Gonzalez, Joaquin V.: Universidades y Colegios.
By the University of La Plata.

Report of the Chief Astronomer, Canada, 1905.
By the Canadian Government.

Historical MSS. Commission: Report of Various Collections, IV.
Local Government Board Report. (Medical). 1905-6.
By H.M. Government.

Board of Education: Art Examination Papers, 1907.
By Board of Education.

Journals of the Continental Congress, VIII. 1774-89.
By the Librarian of Congress.

Index Catalogue of the Library of the Surgeon-General. (U.S.A.).
By the Surgeon-General, U.S. Army.

Godkin, Edwin Lawrence: Life and Letters, ed. Rollo Ogden.
By the President, Queen's College, Belfast.

Fukuzawa, Sampachi: Klassifikation der Unstetigkeiten von Funktionen einer reellen Veranderlichen (2 copies).
By the Author.

Smithsonian Contributions to Knowledge.
By Smithsonian Institution.

Madden, Rt. Hon. D. H.: The Diary of Master William Silence.
By the Author.

Ewart, William: "Res Medica, Res Publica."
By the Author.

Proceedings and Transactions of the Liverpool Biological Society, Vol. XII.-XXI.
By the Society.

Board of Education: Prospectus of the College of Science, 1907-8.
" " Art, 1907-8
By the Board of Education.

Report of the Army Medical Department. 48. 1906.
By the War Office.

Burrows, Ronald M.: The Discoveries in Crete.
By Professor R. M. Henry.

Memoirs of the Geological Survey, India.
By the Government of India.

Records of the Ulster Hospital for Children and Women, Belfast.
By Dr. H. H. B. Cunningham.

Transactions of the Royal Society of Edinburgh. 45. No. 2-3.
By the Society.

Board of Education: Catalogue of the Mechanical Engineering Collection in the Science Division of the Victoria and Albert Museum.
Report of the Board of Education. 1906-7.
By the Board of Education.

Medallic Illustrations of the History of Great Britain and Ireland (3 pts., Plates, 41-70).
By the Trustees of the British Museum.

Historical MSS. Commission: MSS. of the Marquis of Bath, II.
By H.M. Government.

The Religion of a Layman.
By the Publishers.

Granger, Moses M.: A Fair Answer to the Confederate Appeal at Richmond.
By the Author.

Pilsbry, H. A.: The Barnacles (Cirripedia) contained in the Collection of the U.S. National Museum.
By the Smithsonian Institution.

Board of Education: Japanese Educational Exhibition.
By the Board of Education.

Transactions of the Clinical Society of London. 40.
By the Society.

Board of Education: Japanese Colour-prints.
Board of Education: Science Examination Papers. 1907.
By the Board of Education.

National Antarctic Expedition, 1901-4. 3 Vols.
Guide to the Fossil Invertebrate Animals in the British Museum.
List of British Seed Plants and Ferns in the British Museum.
Memorials of Linnaeus.
Guide to the Great Game Animals (Ungulata), British Museum.
By the Trustees of the British Museum.

Board of Education: Art Examination Papers. 1907.
By the Board of Education.

Geological Survey, Canada: Report of the Cascade Coal Basin, Alberta.
————: Section of Mines; Annual Report of the Mineral Resources of Canada, 1905.
The Barytes Deposits of Lake Ainslie and North Cheticamp, N.S.
—— ——: Report of the Geology and Natural Resources of the Area included in Sheet 122.
By the Geological Survey, Canada.

Board of Education: List of Successful Candidates, 1907.
By Board of Education.

Local Government Board: 35th Report (Medical), 1905-6.
By H.M. Government.

Queensland: Vital statistics, 1906.
By the Government Statistician, Queensland.

Aberdeen University Studies, 28, Flosculi Graeci Boreales, sive Anthologia Graeca Aberdonensis, decerpsit Joannes Harrower.
————: 29, Record of the Celebration of the Quatercentenary of the University of Aberdeen, ed. P. J. Anderson.
By the University of Aberdeen.

Peaslee, John B.: Thoughts and Experiences in and out of School.
By the Author.

New York State Library; 88th Annual Report. 1905. 2 vols.
By the Smithsonian Institution.

Scientific Memoirs by the Officers of the Medical and Sanitary Departments of the Government of India.
By the Government of India.

Board of Education: Reports of Universities and University Colleges in Great Britain which participate in the Parliamentary Grant.
By the Board of Education.

Historical MSS. Commission: MSS. of the Marquis of Bath. III.
By H.M. Government.

Report of the U.S. National Museum. 1907.
By Smithsonian Institution.

Belfast Free Public Library: 19th Annual Report.
By the Librarian.

Wellcome Chemical Research Laboratory; Publications. No. 70-77.
By the Wellcome Laboratory.

Bulletin of the Museum of Arts and Sciences; Brooklyn Institute.
By the Brooklyn Institute.

The Etiology of Epidemology of Plague.
By the Government of India.

Synopsis of the Report of the Superintendent of the U.S. Naval Observatory.
By the U.S. Government.

Geological Survey, Canada: Summary Report of the Department of Mines, 1907.
————: Report of the Section of Chemistry and Mineralogy.
————: Report on the Moose Mountain District in Southern Alberta.
By the Dominion Government.

Annotationes Zoologicae Japonenses. VI. Pt. 3.
The Tokyo Zoological Society.

The "Shipbuilder" (Special Mauretania Number).
By the Cunard S.S. Co.

Catalogue of Publications of the Hispanic Society of America.
Register of Members of the General Council of the University of Glasgow, 1908.
By the University of Glasgow.

Report of the Commissioner of Education, U.S.A. 1906. Pt. I.
By the U.S. Government.

Year Book of the Royal Society, 1908.
By the Royal Society.

Catalogue of the Finger Rings in the British Museum.
Catalogues of Drawings of British Artists and Artists of Foreign Origin working in Great Britain preserved in the British Museun . IV.
By the Trustees of the British Museum.

Notes on the Patents and Designs Act, 1907.
By Messrs. Lloyd, Wise, & Co.

Second Annual Report of the Carnegie Foundation for the Advancement of Teaching.
By the Carnegie Foundation.

Bulletin of the New Zealand Geological Society.
By the New Zealand Geological Society.

Historical MSS. Commission: The MSS. of the House of Lords. N.S. IV. 1699-1702.
By H.M. Government.

Thiselton, A. E.: Notulae Criticae.
By the Author.

Report of the Dundee Free Libraries. I. 1907.
By the Librarian.

Report of the Librarian of the Library of Congress. 1907.
By the Librarian of Congress.

Larrain, Jacob: Biografia del Doctor Guillermo Rawson.
By the University of La Plata.

Hazelhurst, John: Flashes from the Orient. 1st Book.
By C. James.

Records of the Botanical Survey of India, III. and IV.
Records of the Geological Survey of India, 35. Pt. 3.
By the Government of India.

Seventy-sixth Annual Report of the Royal Zoological Society, Ireland.
By the Society.

Bulletin of the New Zealand Geological Society, N.S. 3.
By the Society.

Seamen's Hospital Society: The London School of Tropical Medicine: Introductory Address by Sir Lauder Brunton, 1907.
By the Society.

Board of Education: Topographical Index of Measured Drawings of Architecture which have appeared in the principal British Architectural Publications.
Board of Education: Demonstrations and Practical Work in Astronomical Physics
By the Board of Education.

A List of Books exhibited in the John Crerar Library, Dec., 1907-Jan., 1908.
Handbook of the John Crerar Library.
By the Librarian, John Crerar Public Library.

Scott, E. F.: The Apologetic of the New Testament.
By the University of Glasgow.

Report of the Commissioner of Education (U.S.A.). 1906. Pt. 2.
By the Commissioner of Education, U.S.A.

Report of the British Association for the Advancement of Science, 1907.
By the British Association.

Queen's College, Belfast; Musical Society; Programmes of Concerts, 1907-8.
By the Society.

Ninth Report of the Michigan Academy of Science, 1907.
By the Smithsonian Institution.

Reichel, Sir Harry: Otto Salomon. (A Personal Appreciation.)
By the Author.

Report of the Director of the Department of Technical Education, Auckland, 1907.
Prospectus of Evening Classes of the Auckland Education Board, 1908.
By the Auckland Education Board.

Year Book of the Incorporated Society of Musicians, 1908.
By the Society.

Bryant, W. Sohier: The Nose in its relation to Epilepsy.
,, Influenza of the Nose, Throat and Larynx.
,, Aural Affections in relation to Mental Disturbances.
,, Cleansing Treatment of Chronic Suppuration of the Middle Ear.
,, The Importance of Aural Inspections and Functional Tests in Healthy Individuals.
,, The Eustachian Tube: its Anatomy and its Movements.
,, La Trompe d'Eustache son Anatomie et ses Mouvements.
,, Stricture of the Eustachian Tube, &c.
,, A Case of Carcinoma of the Middle Ear.
,, Die Ohrtrompete, ihre Anatomie, &c.
,, A case of Mastoiditis and Epidural Abscess.
,, Modfiied Blood-Clot in Mastoid Surgery.
,, The Radical Mastoid Operation.
,, The Technic of the Complete Mastoid Operation improved through the Digastric Route.
,, Rapid Convalesence after Operations.
,, The Mutual Development of Upper Air Tract, Jaws, Teeth, and Face.
By the Author.

Macdonald, Arthur, Reform of Wayward Youth.
,, Moral Stigma of Degeneration.
,, Reform of Juvenile Criminals.
,, Statistics of Child Suicide.
By the Author.

The Science Year Book (abridged ed.). Ed. B. F. S. Baden-Powell, 1908.
By the Editor

Balch, Thomas: Free Coinage and a Self-Adjusting Ratio.
By the Author.

Bureau of American Ethnology; Bulletin 35. Hough, Walter: Antiquities of the Upper Gila and Salt River Valleys in Arizona and New Mexico.
By the Smithsonian Institution.

Board of Education: J. A. M'Neill Whistler Etchings, &c., in the Art Library, Victoria and Albert Museum, with a Bibliography.
By the Board of Education.

University of California Publications: Publications of the Lick Observatory. Vol. X.
By the University of California.

Astrographic Catalogue, 1900. Oxford Section, Vol. IV.-V.
By the University of Oxford.

Smithsonian Miscellaneous Collections. Reese, A. M.: The Development of the American Alligator.
————: Vol. IV. Pt. IV.
By the Smithsonian Institution.

Annual Report of the John Crerar Library, 13th. 1907.
By the Librarian, John Crerar Library.

Proceedings of the Institution of Mechanical Engineers, 1907. No. 4. List of Members, Articles and Bye-Laws of the Institution of Mechanical Engineers, 1908.
By the Institution.

Macedonia and the Reforms; by Draganof.
By George J. Planinsky.

List of Periodicals presented.

Returns of Birth, Deaths and Marriages, Ireland.
By Registrar-General.

,, ,, ,, Scotland.
By Registrar-General.

,, ,, ,, England.
By Registrar-General.

Edinburgh Medical Journal.
British Medical Journal.
By Prof. Milroy.

Proceedings of the Royal Society, London.
Transactions ,, ,,
By the Society.

Proceedings of the Royal Society, Edinburgh.
Transactions ,, ,,
By the Society.

Proceedings of the Royal Irish Academy.
Transactions ,, ,,
By the Academy.

Proceedings of the Cambridge Philosophical Society.
Transactions ,, ,,
By the Society.

Transactions of the Pathological Society.
By the Society.

Weekly Weather Reports.
By the Meteorological Office.

General Practitioner.
By the Medical Practitioners' Association.

Folia Therapeutica.
By the Editors.

The Irish Engineering and Industrial Review.
By the Publishers.

Proceedings of the Institute of Chemistry.
By the Institute.

Journal of Inebriety.
By the Publishers.

Canadian Journal, The.
By the Publishers.

Journal of the Royal Sanitary Institute.
By the Institute.

Journal of the Royal Army Medical Corps.
By the Editors.

Model Engineer, The.
By the Publisher.

The following Universities and Colleges have presented their Calendars :—

The University of Aberdeen.
" " Birmingham.
" " Durham.
" " Edinburgh.
" " Glasgow.
" " Leeds.
" " Liverpool.
" " Manchester.
" " St. Andrews.
King's College, London.
University College, Nottingham.
University College, Bristol.
University College, Dundee.
Queen's College, Cork.
Queen's College, Galway.
Armstrong College, Newcastle-on-Tyne.
University College, Reading.
University College, Wales (Aberystwyth).
University College, South Wales.
University College, North Wales.

Royal College of Surgeons (England).
Guy's Hospital (Medical School).
Pharmaceutical Society (Ireland).
London University Guide.
The University of Toronto.
" " (Medical School).
The University of Adelaide.
" " Melbourne.
" " Sydney.
" " Michigan.
" " Colorado.
" " Princeton.
" " Minnesota.
North Western University, Chicago.
The University of Padua.

By purchase or presentation there were added to the Library during the past year:—

570 Volumes, 272 Parts, 101 Pamphlets (excluding Parliamentary Papers), 369 Parliamentary Papers (excluding Bills and Proceedings)—Total, 1,521.

Number of Journals subscribed for during the year:—

English Journals, ...	73
Foreign "	85
Total, . . .	158

Number of volumes bound during the year:—

General, ...	141
Journals (English), . . .	74
" (Foreign), . . .	135
Total, . .	350

TABLE XIII.

DONATIONS TO THE NATURAL HISTORY MUSEUM.

A considerable number of donations have been received from friends, among which the following may be mentioned :—

Bear and Fox, presented by David Walker, esq., M.D., a former student of the College.

Collection of Shells presented by Mrs. M'Gee, widow of the late Dr. M'Gee.

Casts and specimens of extinct animals, presented by the Earl of Enniskillen.

Five very rare Birds from Yarkand, presented by Dr. Scully, Indian Medical Service.

Collections of Japanese Birds, prepared and presented by Dr. S. Campbell, Fleet Surgeon, R.N.

Collections of Animals, chiefly Marine, from the East Coast of Africa and Zulu Archipelago, presented by Lieut. Dixon, R.N.

Miscellaneous specimens, presented by Staff-Surgeon W. Anderson, R.N., a former student of the College.

Large collection of Indian birds, some of considerable rarity, presented on various occasions by Dr. Cunningham, Professor of Physiology, Medical College, Calcutta.

Specimens of North American birds and Irish fishes, presented by G. D. Ogilby, esq., a student of the College.

Collection of Animals and Minerals from Australia, presented by Edward Leslie Pooler, esq., M.D., a former student of the College.

Collection of Animals from the New Hebrides, &c., presented by James Dunlop, esq., M.D., Surgeon R.N., a former student of the College.

Collection of Animals from Sumatra, presented by John B. Graham, esq., M.D., a former student of the College.

Collection of Birds from the Himalayas, presented by Alexander Porter, esq., M.D., Brigade Surgeon, H.M. Indian Army, a former student of the College.

Collection of Reptiles from South Australia, presented by Edward Leslie Pooler, esq., M.D., a former student of the College.

Very fine specimen of *Goliathus Diuryi* from West Africa, presented by R. J. M'Keown, esq., M.B., a former student of the College.

Two fine specimens of the remarkable New Zealand lizard, *Sphenadon*, presented by James Young, esq., M.D., New Zealand, a former student of the College.

A fine specimen of *Manis longicaudata*, and a queen Termite or White Ant, presented by Captain R. A. I. Irvine.

A collection of dried plants and other objects from Ulster, presented by Hugh Hyndman, esq., LL.D, a former student of the College.

A fine skull of Hippopotamus, presented by George Gray, esq., M.D., J.P., Newcastle, co. Down, a former student of the College.

A collection of Botanical specimens, presented by Henry Hanna, esq., M.A., B.SC , Demonstrator of Botany and Palæontology, Royal College of Science, Dublin.

A curious small Shark (Euprotomicrus Labordii), obtained by Captain Patey, of the ship "Mawhan," and presented to the Museum through the medium of Mr. Adam T. Barkley, Belfast.

A collection of Carboniferous Fossils from Scotland, presented by Mr. John White Shaw, B.A.

Sections of Tree-Fern Stems and Specimens of Nests, presented by W. Wylie, esq., Bursar.

Specimens of Dragon Lizards (*Draco*), presented by Dr. J H. Lowry, Chinese Imperial Customs.

Specimen of a New Zealand Grebe (*Podiceps rufipectus*), presented by Dr. James Young, Invercargill, New Zealand.

Nest of Oven Bird (*Funarius rufus*) from Argentina, presented by Captain Stanley Wolfe.

Collections of Reptilia, &c., from China, presented by Dr. J. H. Lowry.

A set of Foraminifera, presented by Joseph Wright, esq., F.G.S.

Trimmed samples of Building Stones, presented by Messrs. J. Henry and Sons, Belfast.

Eggs of Sphenodon, and New Zealand Trap-Door Spider (Megas Sandeggeri), presented by Dr. James Young, Invercargill, New Zealand.

Igneous Rocks from Saxony, presented by Madame Christen.

Chinese Cuttle-fishes, presented by Dr. J. H. Lowry.

Numerous Shells of Mollusca, presented by Robert J. Welch, esq., M.R.I.A.

Specimens of Marbles used in the erection of the Belfast City Hall, presented by Messrs. Farmer and Brindley, London.

Lepidoptera from Irawaddy district, presented by Geoffrey Lees, esq., per C. C. Connor, esq., M.A.

Specimens of Calcareous Breccia and Quartz Crystals, presented by J. H. Bland, esq., per Miss M. K. Andrews.

Cast Skin of Snake, presented by Geoffrey Lees, esq., per Mrs. C. C. Connor.

Ferricreted Sand-pipes from Portrush, presented by Robert J. Welch, esq., M.R.I.A.

Specimens of Aluminous Minerals, presented by Messrs. Peter Spence and Co., Ltd., Manchester Alum Works.

Nummulitic Limestone from Mentone, presented by Fergus M. Greeves, esq., Knock.

Specimen of the "Elephant Fly" of New Zealand, presented by R. J. Boyd, esq., M.D., Wellington.

TABLE XIV.

DONATIONS TO THE MEDICAL MUSEUM.

A beautiful series of microscopical preparations, showing the texture of many organs of the body, was presented by Dr. Thiersch, of Leipzic, to Dr. Redfern, Professor of Anatomy, and by him generously handed over to the College.

A series of 59 slides, containing embryological sections prepared under his personal superintendence, was presented by Professor Kölliker to Dr. Redfern, and by him to the College.

A fine collection of over 200 Vesical Calculi removed by surgical operation in India by Surgeon-Major J. A. Cunningham, Indian Medical Service, a former student of the College, and presented by him.

A very large collection of specimens, formerly in Minto House, Edinburgh, presented by Professor Symington.

Two specimens of Madura Foot, presented by Lieut.-Col. Adams.

Specimens of Distoma Crassum, presented by Dr. Close.

A collection of Urinary Calculi, presented by Dr. Henry O'Neill.

Specimens of Tropical Diseases, presented by Dr. James Moorhead.

A collection of Bones, Flint Instruments, Pottery, &c., collected at Dundrum Bay, presented by W. H. Patterson, Esq., M.R.I.A.

A series of Egyptian Brains, presented by Professor Elliot Smith, Cairo.

A cabinet containing a series of microscopic preparations dealing with Zoological, Physiological and Pathological subjects, collected by the late Dr. Henry Burden, presented by his family.

A series of 1,200 microscopic specimens of the Central Nervous System, prepared by the late Dr. R. A. L. Graham, presented by Dr. William Graham, Purdysburn.

An Inca Skull, presented by Dr. G. A. Hicks.

A Skull from the New Hebrides, presented by Dr. J. Campbell Nicholson.

TABLE XV.—LIST of the PROFESSORS and OFFICERS of the COLLEGE, showing their length of Service, their Salaries, and their Emoluments from Class Fees.

		Appointed.	Salary.	Class Fees for year ended 31st March, 1908.	Total.
	PROFESSORS.		£ s. d.	£ s. d.	£ s. d.
Greek,	Samuel Dill, M.A., LITT.D., LL.D.,	27 February, 1890,	312 0 0	83 0 0	395 0 0
Latin,	*Thomas Wilson Dougan, M.A., F.R.U.I.,	7 January, 1882,	154 5 9	—	154 5 9
	Robert Mitchell Henry, M.A., F.R.U.I.,	21 October, 1907,	65 5 8	132 0 0	197 5 8
Mathematics,	Alfred Cardew Dixon, M.A., SC.D., F.R.S., F.R.U.I.,	18 November, 1901,	312 0 0	109 0 0	421 0 0
Natural Philosophy,	William Blair Morton, M.A., F.R.U.I.,	20 March, 1897,	312 0 0	262 0 0	574 0 0
History and English Literature,	George Gregory Smith, M.A., Oxon. and Edin.	5 October, 1905,	312 0 0	147 0 0	459 0 0
Logic and Metaphysics,	John Park, M.A., D.LIT., F.R.U.I.,	1 October, 1868,	312 0 0	54 0 0	366 0 0
Chemistry,	Edmund Albert Letts, PH.D., F.R.S.E., F.R.U.I.,	4 December, 1879,	282 0 0	416 5 0	698 5 0
Natural History,	Gregg Wilson, M.A., PH.D., D.SC., M.R.I.A., F.R.U.I.	25 September, 1902,	282 0 0	231 0 0	513 0 0
Modern Languages,	Max Freund, M.A., PH.D.,	2 October, 1903,	202 0 0	104 0 0	306 0 0
Jurisprudence and Political Economy,	William Graham, M.A.,	14 June, 1882,	150 0 0	47 0 0	197 0 0
English Law,	James Sinclair Baxter, LL.B.,	8 December, 1900,	150 0 0	21 0 0	171 0 0
Anatomy,	Johnson Symington, M.D., F.R.S., F.R.S.E., F.R.U.I.	10 October, 1893,	192 0 0	461 0 0	653 0 0
Physiology,	Thomas Hugh Milroy, M.D., B.SC., F.R.S.E.	9 September, 1902,	†250 0 0	266 0 0	516 0 0
Medicine,	James Alexander Lindsay, M.A., M.D., F.R.C.P. (London).	7 November, 1899,	120 0 0	98 0 0	218 0 0
Surgery,	Thomas Sinclair, M.D., M.CH., F.R.C.S., Eng.,	1 November, 1886,	120 0 0	146 0 0	266 0 0
Materia Medica	Sir William Whitla, M.A., M.D., LL.D.,	23 October, 1890,	120 0 0	100 0 0	220 0 0
Midwifery,	Sir John Byers, M.A., M.D., M.A.O.,	30 September, 1893,	120 0 0	77 0 0	197 0 0
Pathology,	William St. Clair Symmers, M.B.,	19 December, 1904,	‡185 0 0	193 10 0	378 10 0
Civil Engineering,	Maurice Frederick FitzGerald, B.A., Assoc. M.I.C.E.	29 November, 1884,	280 0 0	76 0 0	356 0 0
	OFFICERS.				
Registrar,	Johnson Symington, M.D., F.R.S.,	28 November, 1901,	75 0 0	—	75 0 0
Bursar,	William Wylie,	8 December, 1894,	150 0 0	—	150 0 0
Librarian,	George Gregory Smith, M.A., Oxon. and Edin.,	22 November, 1905,	75 0 0	—	75 0 0

* Died 3rd July, 1907.
† Of this sum £240 was paid by the Trustees of the "Sorella Trust," who have endowed the Dunville Chair of Physiology.
‡ Of this sum £175 is from the Private Endowment of the Chair by the late Sir James Musgrave, Bart.

TABLE XVI.—ACCOUNT OF THE RECEIPTS AND EXPENDITURE OF

RECEIPTS.			£ s. d.
Balance on 1st April, 1907, viz. :—			
General Account,	£926 18 1		
Library Deposits,	392 0 0		
Private Endowment Accounts,	288 8 4		
Musgrave Chair of Pathology,	33 10 11		
Purser Studentship,	76 3 0		
Riddel Demonstratorship,	35 12 6		
			1,752 12 10
Permanent Grant charged on the Consolidated Fund,	£7,000 0 0		
Less Income Tax,	210 2 0		
			6,789 18 0
Annual Parliamentary Grant in Aid of Expenses of Maintenance,			1,600 0 0
College Fees, &c., viz. :—			
395 at 10*s.*,	£197 10 0		
Fees for late entry for Scholarship—3 at 5*s.*,	0 15 0		
Fees for practice on the Mitchell Organ,	3 13 6		
Calendars, &c., Sold	1 14 0		
			203 12 6
Miscellaneous :—			
Dividends from Government Stock,	£11 6 8		
Interest from Bank,	71 17 5		
Proportion of Practical Pharmacy fees in aid of expenses of class : 41 at 10*s.*,	17 0 0		
Civil Service Commissioners for Expenses at Civil Service Examinations held in the College,	19 19 0		
Belfast Corporation for use of College Premises, &c., in connection with Bacteriological Investigations, one year, to 31st December, 1907,	25 0 0		
Fund for the Better Equipment of the College :—			
Towards Rent of Athletic Field,	10 0 0		
Sir Thomas Dixon, Bart. :—			
Towards Rent of Athletic Field,	10 0 0		
Students' Representative Council :—			
Towards Rent of Athletic Fund,	25 0 0		
			190 3 1
Dunville Chair of Physiology :—			
Private Endowment,	£240 0 0		
Less Income Tax,	12 0 0		
			228 0 0
Musgrave Chair of Pathology :—			
Private Endowment Dividends,	£175 0 0		
Less Income Tax,	8 14 10		
			166 5 2
Professors' Class Fees,			2,791 5 0
Lecturers' Class Fees,			435 0 0
Library Deposits,			48 0 0
Private Endowment Scholarships :—			
Interest and Dividends (less Income Tax),			275 8 8
Riddel Demonstratorship :—			
Interest on Stock,	£150 0 0		
Less Income Tax,	7 10 0		
			142 10 0
Purser Studentship :—			
Ground Rent (less Income Tax),	£95 0 0		
Interest on Stock (less Income Tax),	8 2 8		
			103 2 8
			£14,725 17 11

THE COLLEGE IN THE YEAR ENDING 31st MARCH, 1908.

PAYMENTS.			£	s.	d.
Permanent Grant:—					
Salaries of President, Professors, and Officers,	£4,917 11 5				
Less Income Tax,	210 2 0				
		£4,707 9 5			
Salaries of Minor Officers and Servants,		490 0 0			
Scholarships and Prizes,		1,295 16 3			
			6,493	5	8
Expenditure under Annual Parliamentary Grant, College Fees, and Miscellaneous Receipts:—					
Maintenance of Library and Museums, Departmental and General Expenses, viz.:—					
Library:—					
Ancient and Modern Languages,	£52 4 1				
Mathematical and Physical Sciences,	11 19 0				
Natural Sciences,	34 10 5				
Engineering,	6 4 6				
Medical Sciences,	71 3 10				
Mental and Legal Sciences,	11 8 6				
General Department,	46 0 8				
Binding,	68 1 2				
		£301 12 2			
Laboratories:—					
Chemical Laboratory,	£82 6 5				
Physical Cabinet,	32 9 7				
Engineering,	2 6 11				
Medical Faculty,	147 9 7				
		£264 12 6			
Museums,		87 7 5			
Printing, Stationery, and Advertising,		245 11 6			
Heating and Lighting,		389 16 1			
Botanic Garden and College Grounds,		92 4 10			
Rent of Athletic Field, 6 Months,		50 0 0			
Miscellaneous, viz.:—					
Salary of Librarian's Assistant and Salaries of additional Porters, &c.,	£282 17 10				
Porters' Clothing,	27 5 0				
Water Supply,	62 16 2				
Incidental Expenses,	174 0 9				
		£546 19 9			
			1,978	4	3
Dunville Chair of Physiology:—					
Salary of Professor,		£240 0 0			
Less Income Tax,		12 0 0			
			228	0	0
Musgrave Chair of Pathology:—					
Salary of Professor,		£175 0 0			
Less Income Tax,		8 14 10			
			166	5	2
Class Fees paid to Professors,			2,791	5	0
Class Fees paid to Lecturers,			435	0	0
Library Deposits,			39	0	0
Private Endowment Scholarships,			217	8	6
Riddel Demonstrator, Salary,		£150 0 0			
Less Income Tax,		7 10 0			
			142	10	0
Purser Studentship:—					
Purser Assistant, Salary,			98	15	0
Expenses of Pathology Department,			25	0	0
Purchase of Books for Library,			27	0	7
Equipment of Anatomy Department,			47	14	4
Equipment of Materia Medica Department,			149	19	8
Opening of New Buildings, Expenses,			73	8	8
Fittings for Physiological and Pathological Laboratories,			185	3	4
Purchase of Typewriter for Library,			19	4	4
Material for Chemical Laboratory,			29	1	7
Additional Apparatus for Chemistry Department,			49	10	7
Balance on 31st March, 1908, viz.:—					
General Account,		£682 18 8			
Library Deposits,		401 0 0			
Private Endowment Accounts,		346 8 6			
Musgrave Chair of Pathology,		33 10 11			
Purser Studentship,		80 10 8			
Riddel Demonstratorship,		35 12 6			
			1,580	1	3
			£14,725	9	11

TABLE XVII.

The Fund for the Better Equipment of Queen's College, Belfast.

Office-Bearers.

Chairman of the General Committee—The Right Honourable The Earl of Shaftesbury, H.M.L.

Chairman of the Executive Committee—Sir Otto Jaffe, J.P.

Vice-Chairman—The President of Queen's College (Rev. Thomas Hamilton, M.A., D.D., LL.D.).

Secretaries—Prof. Symington, M.D., F.R.S., Queen's College, Belfast; T. C. Houston, LL.B., Easton-terrace, Cliftonville, Belfast; R. T. Martin, B.A., 7 Wellington-place, Belfast.

Treasurers—Sir Otto Jaffe, J.P., Kinedar, Strandtown, Belfast; J. Taylor Blackwood, J.P., Ulster Bank, Belfast.

Members of the Executive Committee.

The Earl of Shaftesbury, H.M.L.
Right Hon. Thomas Sinclair, M.A., D.LIT., D.L.
William Calwell, M.A., M.D.
Sir William Crawford, J.P.
Professor Dill, LITT.D., LL.D.
Robert Dods, B.A., J.P.
Adam Duffin, LL.D., J.P.
R. G. Dunville, D.L.
J. R. Fisher, B.A., B.L.
Professor FitzGerald, B.A., ASSOC.M.I.C.E.
Sir James Henderson, M.A., D.L.
Thomas Houston, B.A., M.D.
R. Kyle Knox, LL.D., J.P.
Professor Letts, D.SC., PH.D.
Professor Lindsay, M.A., M.D., F.R.C.P., LOND.
R. A. Mitchell, LL.B.
Professor Morton, M.A.
Henry Musgrave, D.L.
John M'Connell, J.P.
Professor Park, M.A., D.LIT.
Professor Redfern, M.D.
Professor Sinclair, M.D., F.R.C.S.ENG.
Frederick H. Shaw.
Professor Gregory Smith, M.A.
James H. Stirling.
Robert Thompson, J.P.
Professor Sir William Whitla, M.A., M.D., LL.D.
Sir Hiram Shaw Wilkinson, LL.D.
William Wylie.
R. M. Young, B.A., J.P.

Chairman of the Allocation Committee.

The President of Queen's College (Rev. Thomas Hamilton, M.A., D.D., LL.D.).

Secretary—R. T. Martin, B.A.

Members.

J. Taylor Blackwood, J.P.
Professor Dill, LITT.D., LL.D.
Professor FitzGerald, B.A., ASSOC.M.I.C.E.
T. C. Houston, LL.B.
Sir Otto Jaffe, J.P.
Professor Letts, PH.D., D.SC.
John M'Connell, J.P.
Professor Gregory Smith, M.A.
James H. Stirling.
Professor Symington, M.D., F.R.S.
Professor Sir William Whitla, M.A., M.D., LL.D.

Trustees.

J. Taylor Blackwood, J.P.
Sir William Crawford, J.P.
The Rev. Thomas Hamilton, D.D., LL.D.
Sir Otto Jaffe, J.P.
Henry Musgrave, D.L.
The Right Hon. Thomas Sinclair, M.A. D.LIT., D.L.
Sir Hiram Shaw Wilkinson, LL.D.

DUBLIN: Printed for His Majesty's Stationery Office,
By ALEX. THOM & Co. (Limited), 87, 88 & 89, Abbey-street.

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, CORK,

FOR

THE SESSION 1907-1908.

WITH APPENDICES.

Presented to both Houses of Parliament by Command of His Majesty.

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BY ALEX. THOM & CO. (LIMITED).

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1908.

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THE REPORT

OF THE

PRESIDENT OF THE QUEEN'S COLLEGE, CORK,

FOR

THE SESSION 1907–1908.

TO THE KING'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

I have, with my very humble duty, to submit a Report on the condition of Queen's College, Cork, for the session 1907–8.

The number of students attending the College during this session was 263 as against 261 during the session 1906-7. Of the 263 students, 254 were matriculated and 9 non-matriculated. The number of new students was 77. Of these 67 came from the Royal University, 2 from other Colleges and Universities, and 8 were not matriculated.

I have the honour to report that the work done in College during the session has been of a satisfactory character, and the list of distinctions gained at the Royal University Examinations will be found in the Appendix. I wish to draw special attention to the fact, that the first Junior Fellowship offered by this University in Irish was gained by Mr. Osborn Bergin, a former Student and Lecturer in this College, now Head of the School of Irish Learning in Dublin.

I also wish to draw attention to the success of Mr. F. F. Burrowes, who obtained first place in Ireland at the Second Examination in Engineering, with First Class Honours and a First Class Exhibition.

James Burne Lapsley, M.B., B.Ch. (R.U.I.)
James Alfred Shorten, B.A., M.B., B.Ch. (R.U.I.),

obtained, respectively third and fourth places at the Examination for Commissions in Your Majesty's Indian Medical Service.

At the same time,

W. J. Tobin, L.R.C.P. & S.I.,
L. Murphy, L.R.C.P. & S. Edinburgh,
C. M'Queen, L.R.C.P. & S.I.,

obtained positions in the Royal Army Medical Corps. As only

seven candidates presented themselves from this College for these two examinations, the number of those who passed is somewhat striking.

Dr. Charles Porter, M.D., a former student of this College, now Medical Officer of Health for the Municipality of Johannesburg, has, during the past year occupied seats on Government Commissions on Venereal Diseases amongst Natives and on Mining Regulations.

Arthur Ua Clerigh, M.A., K.C., also a former student of this College, has published the first volume of an important historical work, "A History of Ireland to the coming of Henry II."

Mr. Neenan, a former student of Irish in this College, has been appointed Professor of that subject in Clonliffe College, Dublin.

A number of important positions have fallen to the lot of former Students in the Engineering School.

Arthur Ridge, B.E., Assistant to the City Engineer, Dublin.

Nicholas Bateman, Assoc. Q.C.C., Resident Engineer, Gold Coast Railways, West Africa.

Arthur B. Adams, Resident Engineer, Howth Main Drainage.

Jeremiah J. Murphy, B.E., Resident Engineer, Enniscorthy Waterworks.

In this connection, I might add that the Engineering School is in a most flourishing condition; the number of students studying in it during the past year having been thirty, which is a very large contingent, taking into consideration the subject and the district.

A number of books and papers have been published by Members of the College Staff, a list of which I have now the honour to append.

By the President:—

What is Life? A Study of Vitalism and Neo-Vitalism. Sands & Co., London, 1908.

Mendel and His Theory of Heredity. *Dublin Review*, October, 1907.

Stonehenge and the Stars. *Ibid.* April, 1907.

Scientific Facts and Scientific Hypotheses. *The Month*, October, 1907.

Some Debts Due by Science to Catholics. *Ibid.* May, 1908.

State Aid and Rate Aid. *Irish Educational Review.* October, 1907.

The Outcry over the Abyss. Inaugural Address to the Ivernian Society, 1908.

By Professor Keene:—

Rutilius Claudius Namatianus, based on a fresh collation of the Vienna M.S., with Introduction and Notes, Critical and Explanatory, and with a Translation into English Verse by the late George F. Savage--Armstrong, M.A., D.Lit., formerly Professor of English Literature in Queen's College, Cork. London, Bell & Sons. 1907. (Note—This is the first English edition of this work).

By Professor Stockley:—

The Teaching of English Literature. *Irish Educational Review.* December, 1907, and January, 1908.

Thomas Davis, a present day teacher. *Irish Rosary.* February, 1908.

Irish and Self-Respect. *Irish Educational Review.* May and June, 1908.

By Professor Stokes:—

Articles on Accident.
" " Aetiology.
" " Concursus Divinus.
" " Delict.
" in Hastings' Encyclopædia of Religion and of Ethics.

By Professor Dixon:—

(With Mr. John Taylor, Demonstrator of Chemistry in the College).

Acylogens and Thiocarbamides. Trans. Chem. Soc., 1908. 93, 18.

The Constitution of Thiocyanates, containing an Electro-Negative Group. *Ibid.* 1908, 93, 684.

By Professor Hartog:—

The Dual Force of the Dividing Cell. *Science Progress.* October, 1907.

The Dynamics of Mitotic Cell-Division. *Rivista di Scienza,* vol. ii. 1907.

Mechanism and Life. *Contemporary Review.* April, 1908.

By Professor Pearson:—

Report of Two Successful Cases of Cæsarian Section, with Observations. *Medical Press.* June 12, 1907.

By Mr Arthur Hill.

Highways and Byeways in the History of Architecture. *The Irish Builder and Engineer,* March 21st, 1908.

(I may note that the exceedingly beautiful drawing of the altar of Zeus, at Pergamos, which accompanies this paper is the work of Mr. H. J. Murphy, a student in the Engineering Department of this College).

By Mr. St. John Lacy.

The White Witch.
To Blossoms.
Ellen's Song.

Four-part Songs published by the Vincent Music Company, Limited, London.

Your Majesty was graciously pleased to issue Your Royal Letters by virtue of which the former combined Chair of Anatomy and Physiology held by Professor Charles was divided into separate Chairs of Anatomy and of Physiology. Your Majesty was further pleased to appoint to the former the President of the College and to the latter Dr. D. T. Barry, a former student of this College. I hope I may be permitted to say that the division of this Chair has had good results and that the change is appreciated by the students. Dr. D. P. Fitzgerald has been appointed to the position of Lecturer in Osteology in the Anatomical Department and Mr. P. E. Belas has been appointed Lecturer in Electrical Engineering. A new Biological Laboratory has been erected consisting of two floors, of which it is intended ultimately, that one shall be devoted to Botany and the other to Zoology. It has so far been found possible only partly to furnish one of these floors, but when both are completed, the College will be provided with a thoroughly adequate series of Laboratories for the study of these important subjects.

The new Physiological Laboratory has been in part fitted up, but still requires much further apparatus.

Lieutenant-Colonel Sexton, to whose constant kindness to his old College I have frequently had to refer, has sent a large number of books for the Anglo-Oriental Library, of which he was the founder, as well as numerous specimens for the Ethnological Museum.

Dr. Joseph Nunan, a former student of the College, has presented a very handsome silver Challenge Cup for Football competitions amongst the different Faculties and years of the College and the result has been to set up a very healthy rivalry in the College between the various sections for the possession of this honour.

Mr. Lacy, Lecturer on Music, has taken great pains in founding and teaching a "Glee and Madrigal Union," amongst the students. This body gave a Concert during the Session which was largely attended and very highly appreciated.

Since legislation in connection with the Royal University and with this and other Colleges is now occupying the attention of Parliament, I refrain from making any comments upon the urgent needs of this College in respect of buildings and equipment. But, I think it useful to add in the Appendix an account

of a meeting concerning the legislation in question and this College which was held in the City Hall, the Right Hon. the Earl of Bandon, Your Majesty's Lieutenant for the county of Cork, occupying the Chair.

A Visitation of this College was held in the Spring, the report of which also appears in the Appendix.

It is a pleasure to me, in conclusion, to be able to report to Your Majesty that the tone and conduct of the students has been all that could be desired, and that the loyalty and work of the staff are above all praise.

No unsatisfactory incident of any kind has taken place inside the College since Your Majesty did me the honour to appoint me to the position which I now hold.

I have the honour to remain, with my humble duty,

Your Majesty's most faithful servant,

BERTRAM C. A. WINDLE,

President, Queen's College, Cork.

June 24th, 1908.

Appendix A.

APPENDIX A.

MEETING HELD IN THE CITY HALL, CORK, ON SATURDAY, APRIL 25TH, 1908.

The Chair was occupied by the Right Hon. the Earl of Bandon, H. M. Lieutenant for the County of Cork.

On the platform were:—The Right Hon. the Lord Mayor; Wm. O'Brien, M.P.; Jas. Gilhooly, M.P.; D. D. Sheehan, M.P.; Thomas O'Donnell, M.P.; J.C.Flynn, M.P.; E.Crean, M.P.; J. F. M'Mullen, City High Sheriff; W. N. Leader, County High Sheriff; Dr. B. C. A. Windle, President, Queen's College, Cork; W. MacDonald, Chairman, Cork County Council; Sir T. C. O'Brien; Sir George Colthurst; Sir Stanley Harrington; J. W. Clery, J.P.; A. M'Donald, J.P., M.C.C.; J. J. Howard, J.P.; R. U. F. Townsend, J.P.; E. Higgins, M.C.C.; Ald. H. Dale; C. J. Dunn, J.P.; W. H. Hill, C.E.; Major-Gen. Sir Thomas Denneby; Ald. J. Barrett; F. W. M'Carthy; E. Callanan; M. Murphy; Hon. Secs. Munster University Committee.

1st RESOLUTION. *Proposed by Mr. Wm. O'Brien, M.P.*

"That this meeting, whilst welcoming the prospect of a settlement of the Irish University question, and thanking Mr. Birrell for the spirit and courage which he has shown in this matter, expresses its deep regret and disappointment that it has not been thought fit to provide Cork with that separate University which has been so often and so long asked for, and demands that nothing shall be included in the present Bill which will prevent or even place obstacles in the way of an early attainment of the only settlement which can be regarded as final by the people of the South of Ireland."

Seconded by Alderman Dale.

Supported by Dr. Windle, and carried unanimously.

2nd RESOLUTION. *Proposed by Mr. Wm. M'Donald.*

"That this meeting desires to call the attention of the Government to the fact that the sums suggested in the schedule of the Bill at present before Parliament for new buildings and for maintenance for the Cork College are utterly insufficient to provide for any of those developments which are so desirable in the interests of higher education in the South, and expresses the earnest hope that substantial additions may be made to the sums in question."

Seconded by Mr. Thomas O'Donnell, M.P.

Supported by Sir George Colthurst, and carried unanimously.

3rd RESOLUTION. *Proposed by Mr. Leader, County High Sheriff.*

"That the Bill at present before Parliament, which contemplates the setting up of a Federal University, of which the Queen's College, Cork, is to be one member, cannot be accepted by the people of Munster as even a temporary settlement of the question unless the local college has complete autonomy, an effective voice in the appointment of its future teachers, and the management of its own finances, and is given an adequate representation on the Senate of the new University and on the body of Commissioners who are to draw up statutes for that University and for its constituent Colleges."

Seconded by Mr. D. J. Daly, Chamber of Commerce, and carried unanimously.

APPENDIX B.

Appendix B.
Statistical Tables.

STATISTICAL TABLES.

I.—Table showing the Number of Students who Entered the College in the Session 1907–8, classified according to Faculties, and distinguishing Matriculated from Non-Matriculated Students.

	Matriculated Students.	Non-Matriculated Students.	Total.
Faculty of Arts,	21	4	25
,, Law,	–	–	–
,, Medicine,	44	2	46
School of Engineering,	6	2	8
Total,	71	8	79
Deduct entering in two Faculties,	2	–	2
Net Total,	69	8	77

II.—Table showing the Number of Matriculated and Non-Matriculated Students on the College Books for the Session 1907–8, classified according to Faculties.

	Matriculated Students.	Non-Matriculated Students.	Total.
Faculty of Arts,	44	4	48
,, Law,	5	–	5
,, Medicine,	189	2	191
School of Engineering,	27	3	30
Gross Total,	265	9	274
Deduct number of Students attending Lectures in two Faculties,	11	–	11
True Total,	254	9	263

III.—Table showing the Number of Matriculated and Non-Matriculated Students on the College Books for the Session 1907–8, classified according to Academic Standing

Number of Students of the	Matriculated Students.	Non-Matriculated Students.	Total.
First Year,	71	8	79
Second ,,	56	1	57
Third ,,	59	–	59
Fourth and Fifth,	67	–	67
Post Graduate.	6	–	6
Gross Total,	259	9	268
Deduct number of Students attending Lectures of different years,	5	–	5
True Total,	254	9	263

Appendix B.
Statistical Tables.

IV.—Table showing the Academic Standing according to Faculties of the Matriculated Students on the College Books in the Session 1906–7.

	First Year.	Second Year.	Third Year.	Fourth and Fifth Year.	Post Graduate.	Total.
Faculty of Arts, . .	15	12	14	–	3	44
,, Law, . .	3	2	–	–	–	5
,, Medicine, .	45	34	40	67	3	189
School of Engineering, .	9	10	8	–	–	27
Gross Total, . .	72	58	62	67	6	265
Deduct Number attending Lectures in two Faculties, ...	1	6	4	–	–	11
True Total. . .	71	52	58	67	6	254

V.—Table giving the Per-centage of Students from the Province of Munster and from other Places; the Per-centage of Munster Students from the County and City of Cork; and the Per-centage of all the Students from the County and City of Cork.

Session.	Per-centage of Students from		Per-centage of Munster Students from		Per-centage of all Students from the County and City of Cork.
	Province of Munster.	Other Localities.	County and City of Cork.	Other Counties of Munster.	
1874–75, . .	93·8	6·2	76·5	23·5	71·7
1875–76, . .	85·8	4·2	75·2	24·8	64·5
1876–77, . .	90·6	9·4	78·3	21·7	70·9
1877–78, . .	86·8	13·2	72·2	27·8	62·6
1878–79, . .	90·2	9·8	73·3	26·7	66·1
1879–80, . .	90·7	9·3	77·2	22·8	70·0
1880–81, . .	92·6	7·4	76·5	23·5	70·8
1881–82, . .	93·0	7·0	75·7	24·3	70·4
1882–83, . .	93·7	6·3	75·7	24·3	70·9
1883–84, . .	93·6	6·4	77·7	22·3	72·7
1884–85, . .	90·8	9·2	79·4	20·6	72·1
1885–86, . .	91·5	8·5	82·5	17·5	75·5
1886–87, . .	90·3	9·7	82·3	17·7	74·3
1887–88, . .	89·9	10·1	82·9	17·1	74·5
1888–89, . .	87·3	12·7	84·0	16·0	73·3
1889–90, . .	88·6	11·4	81·5	19·5	72·2
1890–91, . .	90·6	9·4	83·8	16·2	75·9
1891–92, . .	91·0	9·0	86·6	13·4	78·8
1892–93, . .	92·2	7·8	83·5	16·5	77·0
1893–94, . .	94·4	5·6	87·0	13·0	82·1
1894–95, . .	93·3	6·7	88·0	12·0	82·1
1895–96, . .	93·9	6·1	89·4	10·6	83·9
1896–97, . .	94·7	5·3	88·7	11·3	84·0
1897–98, . .	94·6	5·4	91·5	8·5	86·6
1898–99, . .	95·7	4·3	88·3	11·7	84·6
1899–1900, . .	95·5	4·5	84·1	15 9	80·3
1900–1, . .	92·4	7·6	86·1	13·9	79·5
1901–2, . .	89·5	10·5	84·7	15·3	75·8
1902–3, . .	89·9	10·1	91·7	8·3	82·4
1903–4, . .	90·2	9·8	89·6	10·4	80·8
1904–5, . .	89·2	10·8	90·6	9·4	80·9
1905–6, . .	89·8	10·2	90·0	10 0	80·9
1906–7, . .	83·8	16·2	91·0	9.0	70·9
1907–8, .	85·4	14·6	90·5	9·5	77·3

VI.—Ages of the Students who entered in the Session of 1907–8; and of all Students on the Books of the College.

Appendix B Statistical Tables

Age.	Number of New Students.	Number of Students on the College Books.
16 to 17,	2	2
17 to 18,	14	17
18 to 19,	17	27
19 to 20,	14	41
20 to 21,	7	34
Over 21,	23	142
Total,	77	263

VII.—Table showing the Religious Denominations of the Matriculated and Non-Matriculated Students who entered the College in the Session 1907–8.

Religious Denomination.	Number of Students.		
	Matriculated.	Non-Matriculated.	Total.
Catholics,	43	3	46
Churches of Ireland and England,	18	3	21
Presbyterians,	2	1	3
Wesleyans,	6	–	6
Other Denominations,	–	1	1
Total,	69	8	77

VIII.—Table showing the Religious Denominations of all the Students on the College Books, classified according to Academic Standing.

Religious Denomination.	Academic Standing of Matriculated Students.					Non-Matriculated Students.	Gross Total.	Net Total.
	First Year.	Second Year.	Third Year.	Fourth and Fifth Year.	Post Graduate.			
Catholics,	46	39	33	53	4	4	179	176
Churches of Ireland and of England,	16	13	16	12	1	3	61	61
Presbyterians,	3	1	2	–	1	1	8	7
Wesleyans,	5	2	7	2	–	–	16	16
Other Denominations,	1	1	1	–	–	1	4	3
Total,	71	56	59	67	6	9	268	263

Appendix B. Statistical Tables.

IX.—Table showing the Religious Denominations of all the Students on the College Books, classified according to Faculties.

Faculty.	Catholics.			Churches of Ireland and England.			Presbyterians.			Wesleyans.			Others	Total.
	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Total	
Arts,	18	1	19	15	2	17	3	–	3	6	–	6	3	48
Law,	5	–	5	–	–	–	–	–	–	–	–	–	–	5
Medicine,	138	–	138	38	1	39	3	1	4	10	–	10	–	191
School of Engineering,	17	3	20	7	–	7	1	–	1	–	–	–	2	30
Gross Total,	–	–	182	–	–	63	–	–	8	–	–	16	5	274
Deduct No. attending Lectures in two Faculties,	–	–	6	–	–	2	–	–	1	–	–	–	2	11
True Total,	–	–	176	–	–	61	–	–	7	–	–	16	3	263

X.—Table showing the Religious Denominations of the Scholars and Exhibitioners in each Faculty.

Faculty	Catholics.		Churches of Ireland & England.		Presbyterians.		Wesleyans		Other Denominations.		Total.	
	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.	Scholars.	Exhibitioners.
Arts,	10	–	7	–	1	–	4	–	2	–	24	–
Law,	3	–	–	–	–	–	–	–	–	–	3	–
Medicine,	5	4	4	2	–	1	–	2	–	–	9	9
School of Engineering,	4	–	1	–	–	–	–	–	–	–	5	–
Gross Total,	22	4	12	2	1	1	4	2	2	–	41	9
Deduct of Exhibitions held by a Scholar or Exhibitioner,	–	–	–	–	–	–	–	–	–	–	–	–
True Total,	22	4	12	2	1	1	4	2	2	–	41	9

XI.—TABLE SHOWING THE NUMBER OF MATRICULATED AND NON-MATRICULATED STUDENTS; THE NUMBER BELONGING TO EACH RELIGIOUS DENOMINATION; AND THE TOTAL NUMBER OF STUDENTS IN EACH SESSION FROM THE OPENING OF THE COLLEGE.

ACADEMIC SESSION.	Matriculated Students.	Non-Matriculated Students.	Total No. of Students.	Catholics.	Churches of Ireland and England.	Presbyterians.	Wesleyans.	Other Denominations.	Total No. of Students.
1849-50, . .	70	45	115	62	43	2	7	1	115
1850-51, . .	118	38	156	86	55	3	10	2	156
1851-52, . .	117	32	149	81	57	2	7	2	149
1852-53, . .	109	21	130	68	46	3	7	6	130
1853-54, . .	115	25	140	80	46	2	10	2	140
1854-55, . .	122	22	144	73	60	2	8	1	144
1855-56, . .	149	13	162	83	67	3	6	3	162
1856-57, . .	139	25	164	72	70	6	11	5	164
1857-58, . .	125	32	157	71	69	6	7	4	157
1858-59, . .	125	24	149	69	64	4	6	6	149
1859-60, . .	144	27	171	85	68	5	8	5	171
1860-61, . .	173	30	203	98	93	2	8	2	203
1861-62, . .	211	18	229	98	111	7	7	6	229
1862-63, . .	219	20	239	96	121	8	11	3	239
1863-64, . .	241	19	260	121	106	12	12	9	260
1864-65, . .	249	14	263	129	114	6	12	2	263
1865-66, . .	223	12	235	108	107	4	9	7	235
1866-67, . .	214	16	230	108	106	6	7	3	230
1867-68, . .	235	12	247	111	113	7	8	33	247
1868-69, . .	216	28	244	97	125	12	7		244
1869-70, . .	228	24	252	94	134	8	16		252
1870-71, . .	225	25	250	86	142	12	10		250
1871-72, . .	230	23	253	104	131	10	8		253
1872-73, . .	232	20	252	107	130	8	7		252
1873-74, . .	228	22	250	123	116	9	2		250
1874-75, . .	227	23	250	129	96	8	17		250
1875-76, . .	226	24	250	131	101	7	11		250
1876-77, . .	208	24	232	113	100	6	12	1	232
1877-78, . .	238	19	257	130	105	11	10	1	257
1878-79, . .	254	26	280	146	102	18	11	3	280
1879-80, . .	271	29	300	152	108	22	12	6	300
1880-81, . .	308	19	327	179	114	15	12	7	327
1881-82, . .	374	28	402	221	145	16	11	9	402
1882-83, . .	325	23	348	213	110	12	10	3	348
1883-84, . .	278	20	298	174	106	10	4	4	298
1884-85, . .	254	18	272	155	90	13	11	3	272
1885-86, . .	235	14	249	138	90	10	9	2	249
1886-87, . .	232	6	238	143	68	15	10	2	238
1887-88, . .	234	13	247	146	71	16	9	5	247
1888-89, . .	218	11	229	139	65	13	8	3	229
1889-90, . .	228	10	238	155	57	16	7	3	238
1890-91, . .	234	11	245	159	57	16	9	4	245
1891-92, . .	251	4	255	159	61	19	9	7	255
1892-93, . .	239	4	243	161	53	17	7	5	243
1893-94, . .	240	12	252	158	63	11	11	9	252
1894-95, . .	212	12	224	137	59	11	12	5	224
1895-96, . .	206	6	212	126	59	12	13	2	212
1896-97, . .	202	4	206	116	64	11	10	5	206
1897-98, . .	180	7	187	102	57	8	13	7	187
1898-99, . .	183	5	188	109	53	7	12	7	188
1899-1900, .	174	4	178	106	56	3	10	3	178
1900-1, . .	166	5	171	98	59	2	8	4	171
1901-2, . .	185	5	190	118	59	4	6	3	190
1902-3, . .	186	4	190	120	57	4	7	2	190
1903-4, . .	212	13	225	143	66	5	9	2	225
1904-5, . .	240	11	251	168	66	5	9	3	251
1905-6, . .	240	6	246	175	55	4	11	1	246
1906-7, . .	255	6	261	179	62	6	12	2	261
1907-8, . .	254	9	263	176	61	7	16	3	263

Appendix B.

Number of Scholarships in each Faculty, &c.

XII.—Table showing the Number of Scholarships in each Faculty, the Number Awarded, and the Number of Exhibitions Awarded.

Faculty.	No. of Scholarships.		No. of Scholarships awarded.	No. of Exhibitions awarded.
Senior Scholarships,	7		4	–
Arts—				
Junior Scholarships open to Students at Entrance,	10	30	9	–
Junior Scholarships open to Students of One Year's standing,	10		6	–
Junior Scholarships open to Students of Two Years' standing,	10		5	–
Law—				
Junior Scholarships,	4		3	
Medicine—				
Blayney Scholarship,	1		1	–
Senior and Practical Exhibitions,	–		–	4
Junior Scholarships,	8		8	5
Engineering,	5		5	–
Total,	55		41	9

Subjects lectured on.

No. XIII.—Table containing the Names of the several Subjects lectured upon during the Session 1907–8, the number of Lectures given on each Subject, and the Total Number of Students attending the Classes in each Subject.

	No. of Lectures in each Subject	Total No. of Students attending the Classes in each subject.
Greek,	244	5
Latin,	327	26
English Language and Literature and History,	202	28
French,	249	25
German,	147	8
Italian,	43	1
Celtic,	27	2
Logic,	66	1
Metaphysics,	76	1
Political Economy,	71	1
Education:—		
Mental and Moral Sciences in relation to,	—	—
History of,	—	—
Methods of Teaching, &c., &c.,	—	—
Mathematics,	262	27
Natural Philosophy,	294	88
Chemistry, Systematic,	69	59
* ,, Practical,	91	46
Geology and Mineralogy,	67	6
Zoology,	58	43
Botany,	32	43
†Practical Zoology and Botany,	46	25
Advanced Laboratory Work,	—	—
English Law,	48	3
Jurisprudence and Civil Law,	48	3
Physiology,	178	61
,, Practical,	150	107
*Practical Physiology and Histology,	75	30
Medicine,	62	32
Surgery,	65	35
Operative Surgery,	32	35
Midwifery,	67	36
Materia Medica,	60	29
Medical Jurisprudence,	30	34
Engineering,	634	30
Electrical Engineering,	18	7
Pathology, Systematic,	30	38
,, Practical,	30	24
Practical Pharmacy,	24	28
Ophthalmology and Otology,	24	11
Hygiene,	30	32

* Each lecture lasted about two or more hours.
† This class was held five to six hours weekly.

APPENDIX C.

No. XIV.—VISITORS, CORPORATE BODY, COUNCIL, AND OFFICERS.

Appendix C.

Names of Visitors.

Visitors.

The Right Honourable the Chief Secretary for Ireland.
The Right Honourable Lord Justice Holmes.
The Right Honourable Mr. Justice Kenny.
The Right Honourable Sir Rowland Blennerhassett, Bart.
His Honour Judge Shaw. Sir John William Moore, M.D.
John Lentaigne, Esq., F.R.C.S.I.
The Moderator of the General Assembly of the Presbyterian Church in Ireland.
The President of the Royal College of Physicians.
The President of the Royal College of Surgeons.

Corporate Body, College Council, &c.

The Corporate Body.

President—Bertram C. A. Windle, M.A., D.SC., M.D., F.R.S., F.S.A.

Professors.

The Greek Language, ... Charles H. Keene, M.A., F.R.U.I.
The Latin Language, ... John P. Molohan, M.A.
Mathematics, ... A. H. Anglin, M.A., LL.B., F.R.S.E.
Natural Philosophy, ... William Bergin, M.A.
History and English Literature, . . William F. P. Stockley, M.A.
Mental and Social Science, . . . George J. Stokes, M.A.
Chemistry, ... Augustus E. Dixon, M.D.
Natural History, ... Marcus Hartog, M.A., D.SC., F.L.S., F.R.H.S., F.R.U.I.
Modern Languages, ... William F. T. Butler, M.A., F.R.U.I.
English Law, ... George C. Green, B.A., K.C.
Anatomy, ... B. C. A. Windle, M.A., D.SC., F.L.S., F.R.S., F.S.A.
Physiology, ... D. T. Barry, M.D., F.R.C.S.E.
Medicine, ... W. E. Ashley Cummins M.D., M.CH.
Surgery, ... C. Yelverton Pearson, M.D., M.CH., F.R.C.S., F.R.U.I.
Materia Medica, ... John Dundon, M.B., B.CH., B.A.O., F.R.C.S. Eng., F.R.C.S.I.
Midwifery, ... Henry Corby, B.A., M.D., M.CH.
Engineering, ... Connel W. O'D. L. Alexander, M.SC., B.E., Assoc. M. Inst. C.E.

The College Council.

(*Session* 1907-8).

The President.

Professor Bergin.	Professor Butler.	Professor Pearson.
„ Keene.	„ Dixon.	„ Corby.

Officers.

Registrar, ... W. F. T. Butler, M.A.
Bursar (acting), ... Denis C. Newsom.
Librarian (acting), ... John Fawcett, M.A.

Lecturers.

(*Session* 1907-8).

Medical Jurisprudence, . . . P. T. O'Sullivan, M.D., B.CH.
Pathology, ... Arthur E. Moore, M.B., B.CH., B.A.O.
Ophthalmology and Otology, . Arthur W. Sandford, M.D., M.CH.
Hygiene, ... Denis D. Donovan, L.R.C.P. & S.E.
Osteology, ... D. P. Fitzgerald, M.B., B.CH.
Architecture, ... Arthur Hill, B.E., F.R.I.B.A.
Celtic, ... Eamon O'Donoghue.
History of Education and Methods of Teaching, &c., &c. E. P. M'Sweeney.
Music, ... F. St. John Lacy, A.R.A.M.
Electrical Engineering. . . . . Philip E. Belas, B.A., A.R.C.S.I.

Appendix C.

Names of Scholars and Exhibitioners.

Demonstrators.

Chemistry,	John Taylor, M.Sc.
Anatomy, Senior,	Chas. B. Pearson, M.B., B.Ch. W. F. O'Connor, M.B., B.Ch.
,, *Junior*,	R. H. Barter. J. C. Johnston.
Surgery,	Chas. B. Pearson, M.B., B.Ch.
Mineralogy,	Miss P. Bowen-Colthurst.
Physiology,	R. Cox, M.B.
Clinical Chemistry,	E. V. Cantillon, M.B.

Deans of Residences.

Church of Ireland,	Venerable D. H. Powell, D.D.
Presbyterian Church,	Rev. J. H. Murphy, M.A., D.D.
Wesleyan Methodist,	Rev. T. W. Davidson.

No. XV.—Scholars and Exhibitioners for the Session 1907–8.

Senior Scholars.

Modern Languages and Literature,	Bresnan, Timothy.
History, Political Economy, and Jurisprudence.	Devane, James.
Logic, Metaphysics and Political Economy,	Wall, John Richard.
Biology.	Johnson, John Charles,

Faculty of Arts.

Junior Scholars.

Third Year.

In Literature.	In Science.
(*A.*) Sullivan, John.	Burrowes, Fredk. Feltham.
(*B.*) Jack, Sarah G.	Bowles, Charles Arnold.
(*B.*) Smith, Emily F.	

Second Year.

In Literature.	In Science.
(*B.*) O'Connor, Michael C.	Farrington, Stephen Wm.
(*B.*) Christie, Irene E.	Dorman, Henry C.
(*B.*) Fawcett, Eileen A.	Lynam, Charles G.

First Year.

In Literature.	In Science.
(*A.*) M'Swiney, Eugene J.	Weakliam, Thomas F.
(*B.*) Herlihy, Denis C.	Jack, Charles W.
(*B.*) Dobbin, Helen.	Parkhill, Ivy.
(*B.*) Budd, Maud S.	Merrick Annie.
(*B.*) Dixon, Wilfred S.	

School of Engineering.

Third Year.

Flynn. Denis.

Second Year.

Doran, Charles J. | Swertz, Franz Xaver.

First Year.

Donovan, J. | Weir, A. N.

Faculty of Law.

Second Year.

O'Connor, William F. | Cotter, F. M'C.

First Year.

Lynam, E. W., B.A.

Faculty of Medicine.

Blayney Scholar.

O'Sullivan, H. J.

Senior Exhibitioner.

None.

Special Exhibition of £20.

Hollins, T. J., B.A.

Fourth Year.

Hingston, R. W. G. | Scanlan, Thomas.

Exhibitioner.

Kennedy, R. G.

Third Year.

Barter, Richard H. | Murphy, Denis.

Second Year.

Roche, Maurice J. | Mullane, H. J. V.

Exhibitioner.

Naylor, G. F.

First Year.

In Literature.	In Science.
O'Flynn, James P.	Walsh, Pat J.
Exhibitioner.	*Exhibitioners.*
Lynch, Marie R	Mahony, George H.
	Wolfe, Sarah C.

Exhibitioners in Practical Medicine, Surgery, and Midwifery.

Practical Medicine, ... Barry, Donal,
" Surgery, ... Fitzgerald. Michael P.
" Midwifery, ... Forde, G. F.

Appendix C.

Names of the Students awarded Prizes and Certificates at the Sessional Examinations, 1908.

No. XVI.—Students who were awarded Prizes and Certificates at the Sessional Examinations, 1908.

Faculty of Arts.

Greek, 1st year,	1.	M'Swiney, E. J.	Prize
,, 3rd year,	1.	Sullivan, John.	,,
Latin, 1st year,	1.	M'Swiney, E. J.	,,
	2.	Parkhill, Miss I.	,,
,, 2nd year,	1.	Christie, Miss I. E.	,,
,, 3rd year,	1.	Sullivan, John.	,,
English, 1st year,	1.	Shaw, Miss K. A.	,,
	2.	Parkhill, Miss I.	,,
	3.	M'Swiney, E. J.	,,
		Hayes, J.	Certificate.
,, 2nd year,	1.	Christie, Miss I. E.	Prize.
French, 1st year,	1.	Shaw, Miss K. A.	,,
	2.	Parkhill, Miss J.	,,
,, 2nd year,	1.	Christie, Miss I. E.	,,
German, 2nd year,	1.	O'Connor, M. C.	,,
Mathematics, 1st year,	1.	Weakliam, T. F.	,,
	2.	Jack, C. W.	,,
Practical Chemistry,	1.	Farrington, S. W.	,,
	2.	Mahony, G. H.	,,
Chemistry, 2nd year,	1.	Farrington, S. W.	,,
Experimental Physics, 2nd year,	1.	Farrington, S. W.	,,
	2.	Mahony, G. H.	,,
Political Economy, 3rd year,	1.	Smith, Miss E. M.	,,

Department of Engineering.

Mathematics, 1st year,	1.	Donovan, T.	Prize.
2nd year,	1.	Swertz, F. X.	,,
	2.	Dorman, H. C.	,,
	3.	Doran, C. J.	,,
Experimental Physics, 1st year,	1.	Donovan, T.	,,
Mathematical Physics, 2nd year,	1.	Swertz, F. X. / Andrews, M. J.	,, / ,,
	2	Doran, C. J.	,,
Chemistry, 1st year,	1.	Donovan, T.	,,
,, 3rd year,	1.	Burrowes, F. F.	,,
	2.	Bowles, C. A.	,,
Practical Chemistry, 2nd year,	1.	Doran, C. J.	,,
Civil Engineering, 1st year,	1.	Farrington, S. W.	,,
	2.	Donovan, T.	,,
,, ,, 2nd year,	1.	Doran, C. J. / Dorman, H. C.	,, / ,,
,, ,, 3rd year,	1.	Burrowes, F. F.	,,
	2.	Flynn, Denis.	,,
Drawing, Office, Field and Laboratory Work, 1st year,	1.	Donovan T.	,,
	2.	Farrington, S. W.	,,
		Maguire, J. T.	Certificate.
,, ,, 2nd year,		Roche, P. J.	,,
,, ,, 3rd year,		Bowen, John.	Prize.
Civil Engineering, 2nd year,	1.	Waller, J. H.	Certificate.
	2.	Holland Ptk.	,,
,, ,, 3rd year,		Bowen, John.	,,
Electrical Engineering, 3rd year,		Bowles, C. A.	Prize.

Appendix C.

Names of the Students awarded Prizes and Certificates at the Sessional Examinations, 1907.

Faculty of Medicine.

Botany, 1st year,	1.	Wolfe, Miss S. C.	Prize.
	2.	O'Shea, H V.	,,
Zoology, 1st year,	1.	Wolfe, Miss S. C.	,,
	2.	Walsh, P. J.	,,
Experimental Physics, 1st year,	1.	Wolfe, Miss S. C.	,,
	2.	Walsh, P. J.	,,
Chemistry, 1st year,	1.	Mahony, G. H.	,,
	2.	Walsh, P J.	,,
	3.	Wolfe, Miss S. C.	,,
Practical Anatomy, 2nd year,	1.	Roche, M. J.	,,
,, ,, 3rd year,	1.	Barter, R. H.	,,
	2.	Murphy, D.	,,
Physiology, 3rd year,	1.	Barter, R. H.	,,
	2.	Murphy, D.	,,
Practical Chemistry, 2nd year,	1.	Roche, M. J.	,,
Practical Physiology and Histology, 3rd year,	1.	Barter, R. H.	,,
	2.	Murphy, D.	,,
Materia Medica, 3rd year,	1.	Barter, R. H.	,,
	2.	Murphy, D.	,,
Surgery, 4th year,	1.	Kennedy, E. G.	,,
	2.	Hingston, R. W G.	,,
Midwifery, 4th year,	1.	Hingston, R. W. G.	,,
	2.	Kennedy, E. G.	,,
Practical Pharmacy, 3rd year,	(Summer Sess., 1907)	1. Kennedy, E. G.	,,
		2. Johnson, J. C.	,,
Medical Jurisprudence, 4th year,	(,, ,,)	1. Hollins, T. J. B.A., Shorten, Jas. A., B.A.	,,
Practical Pathology, 4th year,	(,, ,,)	1. Shorten, Jas. A., B.A.	,,
		2. Hollins, T. J., B.A.	,,
		3. O'Neill, J. J.	,,
Sanitary Science, 4th year,	(,, ,,)	1. Shorten, Jas. A., B.A.	,,
Ophthalmology and Otology, 4th year.	(,, ,,)	1. Shorten, Jas. A., B.A.	,,
		2. O'Neill, J. J.	,,

The Prizes in the Classes held in the Summer Session, 1908, have not yet been awarded.

Faculty of Law.

The following Class Prizes have been awarded in the Faculty of Law:—

English Law, 1st year,	1.	Lynam, E. W.	Prize.
,, 2nd year,	1.	O'Connor, F. W.	,,
	2.	Cotter, F. M'C.	,,
Jurisprudence 1st year,	1.	Lynam, E. W.	,,
Civil Law, 2nd year.	1.	O'Connor, W. F.	,,
	2.	Cotter, F. M'C.	,,

XVII.—Students who obtained Honours at the Examinations of the Royal University of Ireland in 1907.

Names of the Students who obtained Honours at the Royal University of Ireland in 1907.

Faculty of Arts.

First University Examination.

Greek—Burd, Hy. W. M. . . . . First Class Honour.

Exhibitioner.

Burd, H. W. M., . . . Second Class Exhibition.

Appendix C.

Names of the Students who obtained Honours at the Royal University of Ireland in 1907.

Second University Examination.

GREEK—Reid, T. S. . . . . Second Class Honour.

Exhibitioner.

Reid, T. S., ... Second Class Exhibition.

M.A. Examination.

EXPERIMENTAL PHYSICS AND CHEMISTRY } Dillon, Thomas P., B.A., Second Class Honour.

FACULTY OF MEDICINE.

Medical Degrees Examination, M.B., B.Ch., B.A.O.

In Medicine Group.—Autumn.

Shorten, James A., B.A., . . . Second Class Honour.

In Surgery Group.

Shorten, James A., B.A., . . . First Class Honour.

Exhibitioner.

Shorten, James A., A.B., . . . First Class.

Upper Pass.

Kearney, J. J., ... *Spring.*
Lapsley, J. B., ... *Autumn.*

Third Examination in Medicine.—Autumn.

Exhibitioner.

Kennedy, Edward G., . . . Second Class.

Honors.

Kennedy, Edward G., . . First Class Honour.
Hingston, R. W. G., . . Second Class Honour.

Upper Pass.

Horgan, David, ... *Autumn.*
Rice, David A., ... ,,
Scanlan, Thomas, ... ,,
Twohig, Michael, ... ,,

Second Examination in Medicine.

Honours.

Barter, Richard H., . . . Second Class Honour.

Upper Pass.

Harrison, A. V. J., . . . *Spring.*
Murphy, Denis, ... *Autumn.*

First Examination in Medicine.

Honours in Experimental Physics.

MacMahon, Aloysius D., . . . Second Class.

SCHOOL OF ENGINEERING.

Second Professional Examination.

Exhibitioner.

Burrowes, Frederick F., . . . First Class.

Honours.

Burrowes, Frederick F., . . . First Class.

APPENDIX D.

RECEIPTS, EXPENDITURE, SALARIES, FEES.

No. XVIII.—Abstract of the Receipts and Expenditure of Queen's College, Cork, from 1st April, 1907, to 31st March, 1908.

Appendix D — Abstract of the Receipts and Expenditure.

Dr.	Receipts.	£	s.	d.
To Balance on 1st April, 1907,		2,966	5	9
„ Grant from Consolidated Fund,		6,804	15	7
„ Grant in aid of Maintenance,		1,600	0	0
„ Grant in aid of Professors' Salaries,		—		
„ College Fees and Fines,		133	6	0
„ Professors' Class Fees,		2,500	0	0
„ Miscellaneous Receipts,		39	18	4
„ Library Deposits,		27	0	0
„ Dividend on £1,348 17*s.* 3*d.*, the Blayney Fund,		32	1	0
	Total Receipts,	£14,103	6	8

Cr.	Expenditure.	£	s.	d.
By Salaries of President, Professors, and Officers,		£4,818	8	9
„ Scholarships, Prizes, and Exhibitions,		1,161	8	9
„ Minor Officers, College Attendants, Gardeners, &c.,		574	19	0
„ Maintenance, out of Grant in aid, College Fees and Fines, and Miscellaneous Receipts (details given next page),		1,680	9	0*
„ Class Fees,		2,471	0	0
„ Library Deposits repaid to Students,		23	0	0
„ From lapsed Balances in aid of Scientific Apparatus, Library, Museums, &c.:—				
Natural History, £11 3*s.* 4*d.*; Pathology, £33 6*s.* 7*d.*; Archæological Museum, &c., 1*s.* 3*d.*,	£44 11 2			
Students' Club, £100; Engineering, £58 17*s.*; Anatomy, £21 3*s.* 7*d.*,	180 0 7			
Library, £36 5*s.* 1*d.*,; Physiology, £9 1*s.* 8*d.*	45 6 9			
		269	18	6
„ Blayney Fund Scholarship,		32	1	0
	Total Expenditure,	£11,031	5	0

	Balances.				
„ Consolidated Fund Grant,		£1,797	16	7	
„ Special Fund,		1	10	10	
„ Library Deposits,		51	0	0	
„ Blayney Fund,		—			
„ Fees and Fines,		212	14	10	
„ Class Fees,		113	3	4	
„ Crawford Observatory,		149	11	5	
„ Sums allotted by authority from lapsed Balance,		721	9	6	
„ Miscellaneous,		24	15	2	
					3,072 1 8
	Total Balances and Expenditure,				£14,103 6 8

Appendix D

Abstract of the Receipts and Expenditure.

ACCOUNT OF EXPENDITURE OF GRANT IN AID OF MAINTENANCE AND OF COLLEGE FEES AND FINES AND MISCELLANEOUS RECEIPTS.

	£	s.	d.	£	s.	d.
To Library,				300	3	5
,, Laboratories—						
Chemical,	£38	8	8			
Physical,	116	13	11			
Medical,	47	7	11			
Natural History,	18	1	9			
Engineering,	16	16	11			
				237	9	2
,, Museums—						
Anatomical,	3	1	10			
Natural History,	0	5	4			
Geological,	0	5	10			
				3	13	0
,, Printing, Stationery, and Advertising,				172	14	7
,, Heating and Lighting,				488	4	4
,, Botanic Garden and Grounds,				220	15	11
,, Miscellaneous—						
Attendants' Clothing,	£58	7	0			
Water Supply,	12	12	0			
Incidental Expenditure,	84	2	0			
Postage,	10	15	1			
Miscellaneous,	15	3	2			
Insurance,	10	18	0			
				191	17	3
Fees and Fines,				65	11	4
Total,				£1,680	9	0*

Queen's College, Cork,
31st March, 1908.

D. C. Newsom,
Acting Bursar.

Salaries and Emoluments of Professorships.

No. XIX.—Salaries and Emoluments of Professors and Officers for year 1907–08.

—	Appointed.	Salary.			Class Fees.			Total.		
		£			£	s.	d.	£	s.	d.
Greek Language,	1895	322	0	0	7	0	0	329	0	0
Latin ,,	1905	322	0	0	32	0	0	354	0	0
Mathematics,	1887	322	0	0	38	10	0	360	10	0
Natural Philosophy,	1895	322	0	0	179	10	0	501	10	0
History and English Literature,	1905	322	0	0	40	10	0	362	10	0
Mental and Social Science,	1883	322	0	0	13	0	0	335	0	0
Chemistry,	1891	292	0	0	270	10	0	562	10	0
Natural History,	1882	292	0	0	218	0	0	510	0	0
Modern Languages,	1895	212	0	0	42	0	0	254	0	0*
Late Professor of Anatomy and Physiology,	(Retired, 12 Oct.'07.)	163	0	7	106	0	0	269	0	7
Anatomy,	14 Oct.,'07	1	10	5	385	10	0	387	0	5
Physiology,	14 Oct.,'07	46	2	2	213	10	0	259	12	2
Medicine,	1897	130	0	0	62	0	0	192	0	0
Surgery,	1900	130	0	0	134	0	0	264	0	0
Materia Medica,	1900	130	0	0	118	0	0	248	0	0
Midwifery,	1884	130	0	0	70	0	0	200	0	0
Engineering,	1906	290	0	0	103	0	0	393	0	0
English Law,	1902	150	0	0	7	0	0	157	0	0
Officers:—										
Registrar,	1906	75	0	0	—			75	0	0
Bursar,	—	75	0	0	—			75	0	0
Librarian,	—	75	0	0	—			75	0	0

* The Professor of Modern Languages, as Registrar, receives £75 per annum.

D. C. Newsom,
Acting Bursar.

Queen's College, Cork,
31st March, 1908.

APPENDIX E.

DONATIONS TO LIBRARY AND MUSEUMS.

No. XX.—Donations to Library, 1907-08.

Aberdeen, University of:
Calendar, 1907-8.
Record of the Quartercentenary.
Flosculi Græci Boreales.
By the University.

Accademia dei Lincei:
Rendiconti. (Received regularly).
By the Academy.

Anglo-Indian and Oriental Library:
434 Vols. and a number of Periodicals.
By Lt.-Col. M. J. Sexton, R.A.M.C.

Barrett, W. F.: On the So-Called Divining Rod.
By the Author.

Belfast, Queen's College: Calendar, 1907-8.
By the College.

Birmingham, University of: Calendar, 1907-8.
By the University.

British Association for the Advancement of Science:
Report, 1905.
By Prof. Dixon.

British Museum Publications:
National Antartic Expedition (Natural History); 3 Vols.
Guide to the Great Animals.
,, ,, Fossil Invertebrate Animals.
List of British Seed Plants and Ferns.
Memorials of Linnaeus.
Catalogue of the Thomson Tracts; 2 Vols.
,, ,, ,, Finger Rings, Greek, Etruscan, and Roman.
,, ,, Additions to the Manuscripts 1900-1905.
,, ,, Drawings of British Artists; Vol. 4.
By the Trustees.

Brooksbank, F. —: Essay and Letter Writing.
By Macmillan.

Butler, W. F.: The Lordship of MacCarthy Mór. (Pamphlet).
By the Author.

Cambridge Philosophical Society:
Proceedings and Transactions.
By the Society.

Canada: Geological Survey:
Publications.
By the Director.

Appendix E
Donations to Library.

Canada: Trinity University: Year Book, 1908.
By the University.

Chart, D. A.: The Story of Dublin.
By the Author.

Chaucer: The Nuns Priest's Tale. (Pollard).
By Macmillan.

College of Preceptors: Calendar, 1908.
By the College.

Cunningham, D. J.: Text Book of Anatomy.
By the President, Q.C.C.

Department of Science and Art:
National Gallery of British Art:
Catalogue of Oil Paintings; Pt. I.
Ironwork; Pt. I. (2nd Ed.).
Syllabuses and Lists of Apparatus.
Art Examination Papers, 1907.
Prospectus of the Royal College of Art, 1907-8.
" " " " Science, 1907-8.
Science Examination Papers, 1907.
Report of the Board of Education, 1906-7.
Catalogue of the Mechanical Collection in the Science Division.
Return of Higher Education, England and Wales, 1905-6.
Statistics of Public Education, England and Wales, 1905-6-7.
Reports of Universities and University Colleges, 1907.
National Competition, 1907.
Catalogue of Water Colour Paintings; Pt. II.
By the Department.

Dixon and Hawthorne: The Action of Acid Chlorides on Thioureas.
By the Authors.

Dixon and Taylor: The Constitution of "Thiocyanates."
By the Authors.

Dublin University: Calendar, 1907-8.
Examination Papers, 1907.
By the University.

Durham, University College of Medicine: Calendar, 1907-8.
By the College.

Edinburgh University: Calendar, 1907-8.
By the University.

Fowler, J. H.: English Essays.
By Macmillan.

Galway, Queen's College: Calendar, 1906-7 and 1907-8.
By the College.

Geological Survey:
Memoirs of the.
By the Director.

Greenwich Observatory:
Observations, 1905.
By the Director.

Horsley and Sturge: Alcohol and the Human Body.
By the Author.

Hart, A. H.: Some Successful Prescriptions.
By the Author.

India:
Botanical Survey: Records of.
Geological Survey: Records of.
Scientific Memoirs.
Department of Agriculture: Memoirs.
By the Director.

Institution of Civil Engineers:
Minutes of Proceedings.
By the Institute.

Ireland, Royal University of: Calendar.
Examination Papers, 1907.
By the University.

Irish Engineering and Industrial Review. (Received regularly).
By the Publishers.

Japan: Mittheilungen a.d. Medicinischen Facultät Tokio.
By the University of Tokio.

Lee, E.: Seventeenth Century Prose.
By Macmillan.

Liverpool University: Calendar, 1908.
By the University.

Local Government Board:
Report of the Medical Officer, 1905-6.
...
By the Board.

London, Calendar of the Letter Books of the City of:
Letter Book, H.
By the Town Clerk.

London, Royal Society of:
Proceedings and Transactions.
By the Society.

Macaulay's Essay on Warren Hastings.
By Macmillan.

M'Kisack, H. L.: Dictionary of Medical Diagnosis.
By the Author.

Manchester: Victoria University.
Calendar, 1907-8.
By the University.

Melbourne, University of: Calendar, 1908.
By the University.

Middlesex Hospital: Archives of the; Vol. II.
By the Trustees.

Moore, N.: The History of the Study of Medicine in the British Isles.
By the President, Q.C.C.

Appendix E.

Donations to Library.

Musée du Congo: Annales du.
By the Independent State of Congo.

Music:
Incorporated Society of Musicians:
Year Book and Registrar of Members, 1908.
By the Publisher.

Music: Manuscript Collection of Irish Melodies made by J. Windle, of Cork, in 1821.
By Dr. Alice Barry.

Navy: Report of the Health of the, 1906.
By the Admiralty.

New South Wales:
Report of the Board of Health on Plague.
By Dr. A. Thompson.

New Zealand: Geological Survey:
Bulletin No. 3.
By the Director.

Nottingham: University College: Calendar, 1907-8.
By the College.

Oxford Astrographic Catalogue; Vols. 1-4.
By the Oxford Observatory.

Pratt, E. A.: The Licensed Trade.
By the Author.

Reading: University College: Calendar, 1907-8.
By the College.

Royal Academy of Medicine, Ireland:
Transactions, Vol. 25, 1907.
By the Academy.

Royal Army Medical Corps:
Journal of the.
By the Editor.

Royal Astronomical Society:
Monthly Notices of the.
By the Society.

Royal Institute of British Architects:
Journal of the.
By the Institute.

Royal Irish Academy:
Proceedings and Transactions.
By the Academy.

Royal Society, Canada: Proceedings and Transactions.
By the Society.

Royal Society, London: Proceedings and Transactions.
By the Society.

Sidney, University of, Calendar, 1907.
By the University.

United States:

University Club Annual, 1907.
By the Club.

North-western University: Bulletin, 1906-7.

Commissioner of Education: Report, 1905 and 1906. 4 vols.
By the Commissioner.

Bureau of Ethnology: Reports, 24-25.
By the Director.

University of Colorado: Calendar, 1907-8.
By the University.

Library of Congress: Report of the Librarian.
By the Librarian.

Department of Commerce and Labor—Report of the Superintendent of the Geodelic Survey, 1907.
By the Director.

Michigan College of Mines: Year Book, 1906-7.
By the College.

Smithsonian Institution—

Herpetology of Japan and Adjacent Territory.
The Birds of North and Middle America; Pt. II.
The Families and Genera of Bats.
Contributions to the U. S. National Herbarium, Vol. 10, Pt. 5.
Bulletins of the United States National Museum.
Proceedings of the United States National Museum.
Report on the Crustacea.
The Young of the Crayfishes, Astacus and Cambarus.
Glaciers of the Canadian Rockies and Selkirks.
The Apodous Holothurians.
Biografia del Dr. G. Rawson. (3rd Ed.).
By the Institution.

University of Aberdeen:

Researches in Organic Chemistry (Japp).
Memorials of the Provosts, Aldermen, and Lord Provosts.
By the University.

University College, Bristol: Calendar, 1907-8.
By the College.

Università di Padova:

Annuario della, 1906-7.
By the University.

Appendix E.

Donations to Library.

Wales:

University College of North Wales: Calendar, 1907-8.

University College of South Wales: Calendar, 1907-8.

By the Universities.

Wills, J. W.: The Influence of Cod Liver Oil on Tuberculosis.

By the President, Q.C.C.

Weekly Return of Births and Deaths.

By the Registrar-General.

Windle, B. C. A.: What is Life? A study of Vitalism and Neo-Vitalism.

By the Author.

Wyse, The Rt. Hon. Sir T.: Notes on Education Reform in Ireland.

By Miss Wyse.

No. XXI.—Donations to Museums.

Donations to Museums.

Lieutenant Colonel Sexton, R.A.M.C.:

A large and valuable collection of Indian objects for the Ethnological Museum.

A collection of Indian Coins.

R. Sunner, Esq.:

A series of Radiographic Transparencies.

Loftus Dale, Esq., D.I., R.I.C.:

A specimen of Bog Butter.

A. W. M. Robertson, Esq.:

Minerals from the Punjab for Mineralogical Museum.

Mr. P. M'Namara, Timoleague:

A fossil plant.

Mrs. Sexton, Chakrata, India:

A brass bowl for ladies' room.

Miss Sexton, Chakrata, India:

A brass bowl for ladies' room.

Dr. J. C. Graham:

Skull of a Battak from Sumatra.

APPENDIX F.

No. XXII.—Triennial Visitation.

Saturday, *February 15th*, 1908.

The triennial visitation of the Cork Queen's College took place this day at twelve o'clock, noon, in the Examination Hall of the College. The visitors were:—The Right Hon. Mr. Justice Kenny, P.C.; The Right Hon. Sir Rowland Blennerhasset, Bart., P.C., LL.D.; Mr. Joseph Redmond, M.D., President of the Royal College of Physicians of Ireland; Mr. John Lentaigne, F.R.C.S.I., Vice-President of the Royal College of Surgeons in Ireland; and Sir John William Moore, M.A., M.D., D.SC.

The Members of the Corporate Body of the College present were:—The President (Bertram C. A. Windle, M.A., D.SC., M.D., F.R.S., F.S.A.). Professors:—Charles H. Keene, M.A., F.R.U.I.; John P. Molohan, M.A.; A. H. Anglin, M.A., LL.D., F.R.S.E.; William Bergin, M.A.; William F. P. Stockley, M.A.; George J. Stokes, M.A.; Augustus E. Dixon, M.D., F.R.U.I.; Marcus Hartog, M.A., D.SC., F.L.S., F.R.U.I.; William F. T. Butler, M.A., F.R.U.I. (Registrar); W. E. Ashley Cummins, M.D., M.CH.,; C. Yelverton Pearson, M.D., M.CH., F.R.C.S., F.R.U.I.; John Dundon, M.B., B.CH., B.A.O., F.R.C.S. Eng., F.R.C.S.I.; Henry Corby, B.A., M.D., M.CH.; Connel W. O'D. L. Alexander, M.SC., B.E., Assoc. M.Inst. C.E.. Lecturers:—P. T. O'Sullivan, M.D., B.CH.; Arthur E. Moore, M.B., B.CH., B.A.O.; Arthur W. Sandford, M.D., M.CH.; Denis D. Donovan, L.R.C.P., and S.E.; Arthur Hill, B.E., F.R.I.B.A.; Eamon O'Donoghue; E. P. M'Sweeney; F. St. John Lacy, A.R.A.M.; Denis C. Newsom, Bursar; John Fawcett, M.A., Librarian; and Rev. Dr. Howard Murphy, Presbyterian Dean of Residences.

Mr. Justice Kenny.—The visitation we are now about entering on is one that is prescribed by the 14th paragraph of the Charter. That paragraph prescribes that the visitors shall hold their visitation triennially at some time in the College Session to be fixed by them with the concurrence of the President, for the purpose of visiting and inspecting the different departments of the College and of inquiring into the general state of discipline therein, and of hearing appeals of such professors, office-bearers, or students as may consider themselves aggrieved by any sentence of the College authorities, and of deciding upon them according to the Statutes of the College. There follows a provision that notice of such appeals and of the acts or decisions complained of is to be furnished to the President at least seven days before the commencement of such visitation, and that during the period of the visitation the visitors are to have access to all departments of the College and to have authority to obtain from each officer of the College any assistance they may require regarding his department. Therefore the present visitation is an ordinary triennial visitation. I apprehend that the primary objects of such a visitation are the investigation of any charges that may be made in connection with

Appendix F — Triennial Visitation

the interior working of the College, to inquire into any abuses that may be alleged to exist in its academic system, and, if necessary, to make recommendations with regard to the departments and the schools. With the object of giving an opportunity to attend to persons interested, timely notice has been given of the intention to hold the visitation on this day. I understand that no response has been received to that notice and no notification has been given of any special matter or appeal to be brought before us. Therefore, *prima facie*, there would be nothing of importance for our consideration to-day. However, I am accompanied by very distinguished colleagues—the President of the College of Physicians, two eminent representatives of the Dublin Medical Schools, and the late President of this College, Sir Rowland Blennerhassett, who is perfectly acquainted with its academic system and with its schools, and some of them may wish to make inquiries on suggestions with reference to the working of the College. Furthermore, if your distinguished President desires to make any statement, or any of the Professors, we shall be very pleased now to hear them.

Dr. Windle then said:—My Lord and Gentlemen,—I have received no notice of business for this meeting, as you have already mentioned, and, therefore, my task is a very simple one. I think the state of discipline of the College is in a perfectly satisfactory state. I have to add to that that the following matters, which have been brought up at previous visitations and have been regarded as desirable but unattainable, have now been satisfactorily settled. The Chairs of Anatomy and Physiology have been divided; a bone room and anatomical museum have been provided communicating with the dissecting room; a Students' Club has been erected and furnished, and something has been done in the direction of providing assistants to some of the members of the teaching staff. In addition to these, the following matters have been attended to since the last visitation:—a Physical Laboratory has been provided; also a Pathological Laboratory, and a Laboratory of Practical and Chemical Physiology, and private Laboratories for the teachers of Pathology and Physiology; the Engineering Drawing room has been provided with skylights and re-fitted with new desks, &c.; the Ethnological Museum has been entirely re-arranged and re-labelled; an Anglo-Indian Library has been established and paid for by Lieut.-Col. Sexton, and a new Biological Laboratory is in process of erection.

The Right Hon. Mr. Justice Kenny.—The Visitors propose to adjourn now until one o'clock in order that they may visit the various departments of the College.

At one o'clock, when the Visitors re-assembled.

The Right Hon. Mr. Justice Kenny *said*—in bringing to a conclusion the proceedings of this visitation I desire to say that, having gone through the various departments of the College, under the guidance of the President, the visitors have found the College, as a whole, in a highly satisfactory condition. We have listened with great interest to the report which has been read by the President, and we were glad to find that the suggestions and proposals made on the occasion of former visitations have been carried into effect. We think that, having regard to the finances at the disposal of the College, as much has been made as was possible of the sums allocated to the Institution. But this we wish to add, that, having regard to the large and steady increase for several years past in the number of students availing themselves of the advantages provided by the College, we consider it very desirable that the accommodation for teaching purposes should be increased. My distinguished Colleagues, the President of the College of Physicians, Sir John William Moore, and Dr. Lentaigne have closely inspected the

several departments of the Medical School and they are of opinion that it is in excellent order. They desire, however, that I should make the following suggestions:—They are not satisfied with the flooring of the Dissecting Room, which at present is made of wood, and they suggest that it should be reconstructed of some non-absorbent material, and they desire that that particular matter should be brought under the notice of the Board of Works. They have also noticed with great pleasure the splendid collection of physical apparatus which you have here, but in connection with it they think that additional instruments should be obtained to constitute a climatological station, in which students, especially the medical students of the College, could be trained to take meteorological observations. One other department merits a few words. We have gone through the institution known as the "Students' Club," and we have been very much pleased indeed with the arrangements that we saw there. We were glad to hear that the erection of the building was the result of voluntary effort, and having inquired from the Registrar as to whether or not it was self-supporting, we were told that it was, and that on the previous year's accounts there was a considerable balance on hands. That is very satisfactory, and I think I may add that the Students' Club affords an example that might be followed in many an educational institution. I close my observations with reference to our Visitation by again stating that on the whole we find the Queen's College at Cork in a highly satisfactory condition.

The Visitation was then concluded.

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THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSION 1907–1908.

Presented to both Houses of Parliament by Command of His Majesty.

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1908.

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THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSION 1907–1908.

TO THE KING'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

I have the honour of submitting to Your Majesty the following Report of the condition and proceedings of Queen's College, Galway, for the Session ended 13th June, 1908.

The usual tables of statistics will be found in the Appendices.

The total number of students in attendance was 102, being nine less than for the previous session. Of these 49 came from the province of Connaught, and 33 from Ulster. There were 13 women students.

Of a total of 58 senior and junior Scholarships and Exhibitions awarded at the beginning of the session, 24 were gained by students from Connaught, 27 by students from Ulster, and 7 by students from Munster. Of the 24 distinctions awarded to students from Connaught, 18 were gained by students from the town or county of Galway.

The distinctions gained at the Royal University Examinations in 1907 were as follows :—

Exhibitions.—2 First Class.
4 Second Class.

Honours.—10 First Class.
8 Second Class.

making a total of 24, 12 being First Class and 12 Second Class. These distinctions, both in number and quality, are

most satisfactory and give ample proof that the College continues to maintain a high place among similar institutions in Ireland, and this in spite of the altogether too small representation which the College has at present on the Examining Boards of the University.

Several notable distinctions were gained by past students, and among these stands out prominently that just obtained by Miss Cécile L. M. Steinberger, the Doctorate in Philosophy of the University of Paris, given for an original thesis on some literary or scientific subject. It is probably the first time that an Irishwoman has had the honour of being the recipient of this degree.

Mr. John S. M'Lachlan, B.A., B.E., obtained first place at the examination of the Civil Service Commissioners for County Surveyorships in Ireland, but this is only one of many distinctions obtained during the session by former students of the Galway Engineering School. Mr. William Goodwin, B.Sc., Ph.D., has been appointed Lecturer in Chemistry in the South-Eastern Agricultural College, Wye, Kent, and Mr. John Henry, M.A., B.E., Head of the Mathematical and Science Department in the High School, Dawson, Canada.

The following original investigations have been made by Professors and others in the College during the session :—

(1.) By Professor R. J. Anderson :—

(*a.*) "Races of Connaught." [*British Assoc., Leicester*, 1907.]

(*b.*) "The Thickness of the Skull in Mammalia." [*British Assoc.*, 1907.]

(*c.*) "Chemical Stimuli of Muscle." [*Biologica, Turin*, 1907.]

(*d.*) "Granite of Galway." [X. *Conventus Geologorum*, 1908.]

(*e.*) "Metamorphic Rocks of Galway." [X. *Conventus Geologorum*, 1908.]

(*f.*) "Absorption of Pétrole by Woods and Rocks." [*Congress of Pétrole*, 1907.]

(*g.*) "The Drift of Galway." [X. *Conventus Geologorum*, 1908.]

(*h.*) "The Biological Value of Food, Hygiene, and Training." [*Leaves from the Biological Laboratory, Galway*, 1908.]

(*i.*) "Amentia and Specialization." [*Do.*, 1907.]

(*k.*) "Biological Facts, bearing on Education." [*Do.*, 1907.]

(2.) By Professor A. Senier :—

(*a*.) "The Condensation of Aldehydes with Mixtures of α – Naphthol and α – Naphthylamine. Synthesis of 7 – Aryl – $\begin{matrix}\alpha - N - \alpha \\ | \\ \beta - CH - \beta\end{matrix}$ – Dinaphthacridines." (In conjunction with Mr. P. C. Austin, M.A.). [*Trans. Chem. Soc.*]

(*b*.) "The Synthesis of Acridines and Phenonaphthacridines : Tetra—and Hexa—Methylacridines : Dimethylphenonaphthacridines : Dixylylmethylenediamines." (In conjunction with Mr. A. Compton, B.A.) [*Trans. Chem. Soc.*]

(*c*.) "Attempted Synthesis of $\begin{matrix}\beta - N - \beta \\ | \\ \beta - CH - \beta\end{matrix}$ – Dinaphthacridines : Condensation of Methylene Dichloride and 1—substituted, 2—Naphthylamine." (In conjunction with Mr. P. C. Austin, M.A.) [*Trans. Chem. Soc.*]

(*d*.) "Work on the Synthesis of Acridines." (In conjunction with Mr. F. G. Shepheard, B.Sc.) [*Not completed.*]

(3.) By Professor R. Knox M'Elderry :—

"The Second Legionary Camp in Palestine." [*Classical Quarterly, April*, 1908.]

Miss Rosalind Clarke, B.A., Demonstrator of Chemistry, has published a paper embodying the results of her work as 1851 Exhibition Science Research Scholar of this College with Professor Anschütz in the University of Bonn, entitled "Uber Phenylester der Mesaconsaüre." [*Liebig's Annalen.*]

P. C. Austin, M.A., who has been awarded by the Commissioners an 1851 Exhibition Science Research Scholarship of this College, is engaged in research work in Organic Chemistry with Professor Collie in University College, London.

Professor Hugh Ryan, M.A., D.Sc., former student and 1851 Exhibition Science Research Scholar of this College, has published :—

(*a*.) "Reports on the Irish Peat Industries, Part I." [*Royal Dublin Soc.*]

(*b*.) "The Synthesis of Glycosides." (In conjunction with G. Ebrill.) [*Roy. Dub. Soc.*]

Mr. W. S. Mills, M.A., D.Sc., B.E., Lecturer on Chemistry in Woolwich Polytechnic, is now a Recognised Teacher of the London University in Chemistry.

Surgeon-General Sir A. Keogh, K.C.B., M.D., Director-General A.M.S., formerly a student of this College, has been made Honorary Physician to the King.

Since my previous Report two Chairs became vacant, that of English Law by the death of William B. Campion, Serjeant-at-Law, and that of Mathematics by the resignation of T. J. I'a Bromwich, F.R.S. The former has been filled by the appointment of James M. Sweetman, M.A., LL.D., and the latter by the appointment of W. A. Houston, M.A., late Fellow of St. John's College, Cambridge.

All friends of the College are watching with interest the progress of the Irish Universities Bill through Parliament, and the hope is universal that, under the new conditions, it may receive new life and vigour, and become to a fuller extent than ever it has been before a flourishing seat of learning in the West of Ireland. That this hope may be realised there should, I submit, be no niggardliness in the matter of capital and annual grants.

One of the pressing needs of Galway College is for new scientific laboratories. The College building is the same as it was when founded sixty years ago. At that time a Chemical Laboratory was provided, but it is much too small. From time to time rooms which had been used for other purposes were converted into laboratories, but the accommodation in them is utterly inadequate, and, at the best, they are only make-shifts. A new building is urgently required containing laboratories for Chemistry, Physics, Biology, Physiology, Electrical Engineering, Pathology, etc. The space in the College now occupied by such laboratories as there are could easily be utilised for other purposes, for which it is better adapted. The cost of erecting and equipping these laboratories, even on a modest scale, would be considerable. One laboratory alone might cost £20,000 or more. We do not, however, want expensive laboratories, but we want laboratories good enough to enable the College to compete with the new Colleges in Cork and Dublin. A student of science will always prefer a College where he can get good laboratory teaching.

The additional annual grant must cover all additional annual expenses for the upkeep of new laboratories, the endowment of new Chairs, and the salaries of assistants and demonstrators. At present, there is no provision for assistants or demonstrators, and at least three Chairs should be divided. One professor lectures both in Anatomy and Physiology; another in History, English Language, and Literature, Logic and Metaphysics, and a third in Botany, Zoology, Geology, Mineralogy, and Physical Geography. New Chairs or Lectureships are required in Celtic, Modern Languages, Pathology, Electrical Engineering, and Agriculture.

Testified by Your Majesty's
Most dutiful Servant,

ALEX. ANDERSON,
President.

2*nd July*, 1908.

APPENDICES.

APPENDIX A.

REPORTS of the DEANS of RESIDENCES for the Session 1907-8.

"THE RECTORY, GALWAY,
"28*th June*, 1908.

"I have to report that the Church of Ireland Students at the Queen's College, Galway, during the Session 1907-8, appeared to me to be attentive not only to the studies, but also to their religious duties, and their general demeanour was entirely creditable.

"(Signed), J. FLEETWOOD BERRY, M.A., B.D.,
"*Dean of Residences.*"

"SPIRES HOUSE, GALWAY,
"22*nd June*, 1908.

"DEAR MR. PRESIDENT,—The conduct of the students under my care during the Session 1907-8 was very good indeed.

"The Bible Classes, Christian Union Meetings, &c., were carried on as usual, and there were clear indications of spiritual life and growth.

"I am,
"Yours very faithfully,
"J. COURTENAY CLARKE,

"The President,
"Queen's College,
"Galway."

"4, BANK TERRACE, LISNASKEA,
"*June* 25*th*, 1908.

"DEAR PRESIDENT ANDERSON,—I have pleasure in reporting that the students of the Queen's College, Galway, under my care during the past year have given me entire satisfaction in every way.

"Sincerely yours,
"GABRIEL J. SPENCE,
"*Dean of Residences*,
"for Methodist Church."

APPENDIX B.

I.—Return showing the Number of Students who were admitted to Queen's College, Galway, in the Session 1907–1908.

	Matriculated.	Non-Matriculated.	Total.
Church of Ireland,	2	–	2
Roman Catholics, . .	17	3	20
Presbyterians, . . .	9	3	12
Wesleyan Methodists, .	–	–	–
Various, ...	–	–	–
Total, ...	28	6	34

With regard to religious denominations, the Students are classified as they designate themselves in the forms filled up at entrance.

II.—Return showing the Total Number of Students attending in the Session 1907–1908, their Religious Persuasions, and their Distribution among the Faculties.

FACULTIES.	Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Various.	Total.
Arts, ...	5	17	27	4	1	54
Law, ...	–	6	–	–	–	6
Medicine, ...	2	15	5	–	–	22
Engineering, ...	7	16	6	–	1	30
Not attached to any Faculty, .	–	–	–	–	–	–
	14	54	38	4	2	112
Deduct— Attending in two Faculties, .	1	5	4	–	–	10
Total separate Individuals, .	13	49	34	4	2	102

III.—Number and Religious Persuasions of Students who were admitted to the Queen's College, Galway, in each year from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1849–50, . .	64	4	68	24	38	6	–	–	–	68
1850–51, . .	23	3	26	10	9	7	–	–	–	26
1851–52, . .	31	5	36	13	21	2	–	–	–	36
1852–53, . .	21	2	23	8	12	3	–	–	–	23
1853–54, . .	25	5	30	12	15	3	–	–	–	30
1854–55, . .	26	15	41	18	18	3	2	–	–	41
1855–56, . .	32	7	39	14	15	8	1	1	–	39
1856–57, . .	35	8	43	15	22	3	1	1	1	43
1857–58, . .	36	7	43	16	17	9	–	1	–	43
1858–59, . .	44	4	48	20	19	7	2	–	–	48
1859–60, . .	*35	5	40	12	25	1	–	1	1	40
1860–61, . .	59	1	60	13	33	12	2	–	–	60
1861–62, . .	‡59	3	62	21	35	6	–	–	–	62
1862–63, . .	60	4	64	18	27	16	1	–	2	64
1863–64, . .	54	5	59	20	21	11	2	4	1	59
1864–65, . .	58	12	70	26	28	13	–	2	1	70
1865–66, . .	46	3	49	16	19	10	3	–	1	49
1866–67, . .	42	2	44	14	18	7	3	2	–	44
1867–68, . .	‡44	3	47	14	20	11	2	–	–	47
1868–69, . .	†56	4	60	20	24	15	1	–	–	60
1869–70, . .	49	5	54	20	25	6	2	–	1	54
1870–71, . .	52	6	58	22	23	12	–	1	–	58
1871–72, . .	†64	1	65	19	31	11	3	1	–	65
1872–73, . .	55	4	59	17	24	14	1	2	1	59
1873–74, . .	†80	3	83	27	31	21	3	1	–	83
1874–75, . .	67	7	74	24	35	14	1	–	–	74
1875–76, . .	‡81	10	91	21	35	31	3	1	–	91
1876–77, . .	†81	4	85	26	34	21	3	–	1	85
1877–78, . .	67	6	73	18	23	29	3	–	–	73
1878–79, . .	‡84	4	88	24	35	24	2	3	–	88
1879–80, . .	96	3	99	27	39	22	9	1	1	99
1880–81, . .	‡96	9	105	24	41	39	1	–	–	105
1881–82, . .	†73	8	81	16	36	24	4	–	1	81
1882–83, . .	31	3	34	7	15	11	–	–	1	34
1883–84, . .	28	4	32	3	13	14	1	–	1	32
1884–85, . .	34	8	42	14	10	17	1	–	–	42
1885–86, . .	23	8	31	5	14	11	1	–	–	31
1886–87, . .	‡40	3	43	8	20	15		–	–	43
1887–88, . .	29	4	33	7	13	11	2	–	–	33
1888–89, . .	40	2	42	11	11	19	1	–	–	42
1889–90, . .	40	4	44	10	20	14	–	–	–	44
1890–91, . .	38	5	43	11	12	17	3	–	–	43
1891–92, . .	37	2	39	6	12	18	3	–	–	39
1892–93, . .	32	2	34	4	17	13	–	–	–	34
1893–94, . .	38	2	40	10	9	19	2	–	–	40
1894–95, . .	32	1	33	4	18	10	1	–	–	33
1895–96, . .	34	1	35	4	21	9	1	–	–	35
1896–97, . .	25	6	31	2	12	12	3	–	2	31
1897–98, . .	26	–	26	3	13	9	–	–	1	26
1898–99, . .	23	3	26	3	10	10	3	–	–	26
1899–1900, . .	37	10	47	8	21	17	1	–	–	47
1900–1901, . .	28	7	35	7	12	13	3	–	–	35
1901–1902, . .	25	2	27	6	10	10	1	–	–	27
1902–1903, . .	36	6	42	6	16	19	1	–	–	42
1903–1904, . .	32	4	36	5	17	11	3	–	–	36
1904–1905, . .	30	8	38	13	11	8	2	–	4	38
1905–1906, . .	31	3	34	6	13	11	3	–	1	34
1906–1907, . .	35	6	41	9	15	14	1	–	2	41
1907–1908, . .	28	6	34	2	20	12	–	–	–	34
Total, . .	2,595	280	2,875	779	1,206	752	92	22	24	2,875

* Including three who had previously been in attendance as non-matriculated students.
† Including two who had previously been in attendance as non-matriculated students.
‡ Including one who had previously been in attendance as a non-matriculated students.

IV.—Numbers and Religious Persuasions of Students attending Lectures in the Queen's College, Galway, in each Session from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1849–50,	64	4	68	24	38	6	–	–	–	68
1850–51,	60	3	63	22	28	13	–	–	–	63
1851–52,	68	5	73	25	41	7	–	–	–	73
1852–53,	73	2	75	26	40	9	–	–	–	75
1853–54,	76	5	81	30	42	9	–	–	–	81
1854–55,	69	16	85	32	46	5	2	–	–	85
1855–56,	78	9	87	26	42	14	3	2	–	87
1856–57,	88	8	96	30	49	10	3	3	1	96
1857–58,	92	8	100	31	47	16	3	2	1	100
1858–59,	113	9	122	37	64	15	4	1	1	122
1859–60,	111	7	118	31	69	11	2	2	3	118
1860–61,	141	3	144	33	85	19	3	2	2	144
1861–62,	148	5	153	39	91	19	3	1	–	153
1862–63,	161	4	165	33	95	32	2	–	3	165
1863–64,	160	5	165	41	91	25	3	4	1	165
1864–65,	157	12	169	50	78	31	2	6	2	169
1865–66,	139	5	144	33	71	29	4	4	3	144
1866–67,	133	2	135	36	62	27	4	5	1	135
1867–68,	124	3	127	34	54	32	3	4	–	127
1868–69,	146	4	150	47	63	34	2	4	–	150
1869–70,	130	8	138	42	66	24	2	3	1	138
1870–71,	115	8	123	37	62	20	–	4	–	123
1871–72,	139	2	141	31	79	25	4	2	–	141
1872–73,	135	3	138	28	68	35	3	3	1	138
1873–74,	152	4	156	35	77	38	5	1	–	156
1874–75,	149	6	155	37	71	40	4	3	–	155
1875–76,	156	11	167	28	82	50	3	4	–	167
1876–77,	165	9	174	26	89	53	4	2	–	174
1877–78,	166	9	175	36	73	61	5	–	–	175
1878–79,	162	5	167	29	68	64	3	3	–	167
1879–80,	176	4	180	29	72	63	2	1	–	180
1880–81,	201	7	208	34	87	78	9	–	–	208
1881–82,	192	9	201	41	85	65	10	–	–	201
1882–83,	141	3	144	28	67	44	4	–	1	144
1883–84,	99	4	103	15	45	40	2	1	–	103
1884–85,	95	5	100	21	27	48	2	1	1	100
1885–86,	85	9	94	19	29	42	3	–	1	94
1886–87,	99	4	103	18	38	45	2	–	–	103
1887–88,	95	5	100	17	36	43	3	1	–	107
1888–89,	105	2	107	17	36	50	3	1	–	100
1889–90,	118	4	122	18	51	51	1	1	–	122
1890–91,	105	6	111	18	42	47	4	–	–	111
1891–92,	108	2	110	23	37	44	6	–	–	110
1892–93,	104	4	108	13	46	45	4	–	–	108
1893–94,	118	2	120	20	51	44	5	–	–	120
1894–95,	113	1	114	19	47	45	3	–	–	114
1895–96,	104	1	105	17	48	38	2	–	–	105
1896–97,	101	4	105	14	46	38	5	–	2	105
1897–98,	91	–	91	15	36	34	2	–	4	91
1898–99,	79	4	83	11	28	34	6	–	4	83
1899–1900,	99	11	110	15	48	41	4	–	2	110
1900–1901,	84	13	97	14	38	38	7	–	–	97
1901–1902,	85	8	93	14	35	40	4	–	–	93
1902–1903,	105	13	118	16	50	49	3	–	–	118
1903–1904,	108	9	117	15	49	46	7	–	–	117
1904–1905,	95	11	106	20	42	34	6	–	4	106
1905–1906,	106	6	112	19	46	38	8	–	1	112
1906–1907,	104	7	111	19	43	42	4	–	3	111
1907–1908,	96	6	102	13	49	34	4	–	2	102

V.—RETURN showing the LOCALITY of STUDENTS present during the Session 1907–1908, according to Provinces, and from elsewhere than Ireland.

	Students.
Province of Connaught,	49
,, Munster,	17
,, Ulster,	38
,, Leinster,	2
England,	1
Total,	102

VI.—RETURN showing the AVERAGE AGE of the STUDENTS present during the Session 1907–1908.

Age.	Students.	Age.	Students.
Under 17 years,	1	20 and under 21,	23
17 and under 18,	6	Above 21 years,	37
18 ,, 19,	16		
19 ,, 20,	19	Total,	102

VII.—TABLE containing a LIST of the several SUBJECTS Lectured upon during the Session 1907–1908, the NUMBER of LECTURES given on each Subject, and the NUMBER of STUDENTS attending the Classes in each Subject.

	No. of Lectures on each Subject.	No. of Students attending the Classes in each Subject.
Greek,	321	6
Latin,	259	24
Mathematics,	255	41
Natural Philosophy,	237	53
Practical Physics,	32	14
English Language, ,, Literature and History,	252†	37
Metaphysics, Logic,	54	2
Chemistry—Theoretical,	57	16
,, Practical,	456*	27
Botany,	50	3
Zoology,	49	5
Practical Biology,	46	5
Mineralogy and Geology,	57	12
Modern Languages,	413	45
Political Economy,	27	1
Jurisprudence and Civil Law,	50	6
English Law,	48	6
Physiology, Senior and Junior Classes,	106	11
Practical Physiology,	32	5
Practical Histology,	32	5
Anatomy,	86	15
Medicine,	54	3
Surgery,	49	4
Materia Medica,	35	11
Practical Pharmacy,	23	6
Midwifery,	54	2
Medical Jurisprudence,	37	2
Pathology,	65	2
Engineering and Drawing,	264	29
Electrical Engineering,	49	17

* Including Research Classes which worked throughout the Session.
† These lectures (252) include 31 lectures in History delivered by the Professor of Jurisprudence and Political Economy.

VIII.—Table showing the Number of Scholarships in each Faculty, the Number Awarded, and the Number of Exhibitions and Prizes Awarded :—

	Total No. of Scholarships.		No. of Scholarships Awarded.	No. of Exhibitions Awarded.
Arts—				
Junior Scholarships, First Year, .	10	30	10	2
Junior Scholarships, Second Year, .	10		8	–
Junior Scholarships, Third Year, .	10		9	4
Senior Scholarships, . . .	7		3	1
Law—				
Junior Scholarships, First Year, .	1	2	1	1
Junior Scholarships, Second Year, .	1		1	–
Medicine—				
Junior Scholarships, First Year, .	2	8	1	–
Junior Scholarships, Second Year, .	2		2	2
Junior Scholarships, Third Year, .	2		2	–
Junior Scholarships, Fourth Year, .	2		1	–
Senior Scholarships, . . .	1		1	–
Engineering—				
Junior Scholarships, First Year, .	2	5	–	1
Junior Scholarships, Second Year, .	2		2	2
Junior Scholarships, Third Year, .	1		1	1
Senior Scholarships, . . .	1		1	–
Totals . .	54		43	14

IX.—List of Scholarships and Exhibitions Awarded at Scholarship Examinations in the Session 1907–1908.

Faculty of Arts.

Senior Scholarships.

Natural Philosophy.

John E. Bowen, B.A.

Metaphysics, Political Science and History.

Robert L. Marshall, B.A.

Chemistry.

Joseph M. F. Leaper, B.A.

Senior Exhibition.

Mathematics.

John T. Donovan, B.A.

Senior Prizes.

Natural History.

Ignatius P. Kelly. | Cornelius Martin.

Junior Scholarships.

Third Year.

Literary Division.

Scholarships.

Edith J. Moffatt.
Mary J. Donovan.
Anna F. Little.
|
William J. Stoops.
Harriet Stoops.

Exhibitions.

William F. Marshall.
Marianne J. Spence.
|
Robert Moore.

Science Division.

Scholarships.

Valentine D. Doyle.
Robert W. R. Rentoul.
|
Francis C. K. Carson.
Robert M'Crea.

Exhibition.

John S. S. Budd.

Second Year.

Literary Division.

Scholarships.

Elizabeth Anderson.
John L. M'Fall.
|
Ethel M. Duncan.
Elizabeth O. Pedlow.

Science Division.

Scholarships.

Michael Kennedy.
John M. Paul.
|
*Joseph H. Pedlow.
Frederick R. Steinberger.

First Year.

Literary Division.

Scholarships.

Emily Anderson.
Elsie J. Stoops.
|
Samuel H. Flack.
Isabella L. Tennant.

Exhibitions.

Matthew Neilson. | Tobias M'Hugh.

Science Division.

Duncan MacLachlan.
Nathaniel Beattie.
Thomas Thompson.
|
Thomas J. Keane.
John M'Intyre.
Matthew Ussher.

* Mr. Pedlow also qualified for a Scholarship in the Literary Division.

Faculty of Law.

Junior Scholarship.

Second Year.

Philip C. Fogarty, B.A.

First Year.

Patrick J. Lydon, B.A.

Exhibition.

Michael J. Fogarty.

Faculty of Medicine.

Senior Exhibition in Anatomy and Physiology.

James A. Brown, B.A.

Fourth Year.

Scholarship.

Bartly Byrne.

Third Year.

Scholarships.

Henry C. Mulholland. | Michael J. Hackett

Second Year.

Scholarships.

John L. Brown.
Francis J. Keane. | Joseph Patrick.

Exhibitions.

Walter N. Rishworth.

First Year.

Scholarship.

John J. Reynolds.

Department of Engineering.

Senior Scholarship.

Arthur Oram, B.E.

Third Year.

Scholarship.

Charles H. Watson.

Exhibition.

Christopher Dee.

Second Year.

Scholarships.

Frederick E. Lewis. | Thomas C. Campbell.

Exhibitions.

John H. Mitchell. | William J. Somerville.

First Year.

Exhibition.

John R. Egan.

"Dr. and Mrs. W. A. Browne" Scholarship.

Elizabeth Anderson

Blayney Exhibition.

Valentine D. Doyle.

X.—List of Prizes Awarded at the Sessional Examinations for the Session 1907–1908.

Faculty of Arts.

First Year.

Latin—
1st Rank, . . Emily Anderson.
2nd Rank, . . Elsie I. Stoops, Duncan MacLachlan.

Greek—
2nd Rank, . . Duncan MacLachlan.

French—
1st Rank, . . Emily Anderson, Elsie I. Stoops, Thomas J. Keane.
2nd Rank, . . Isabella L. Tennant, Tobias M'Hugh, Thos. Thompson, Duncan MacLachlan.

German—
1st Rank, . . Emily Anderson, Elsie I. Stoops.
2nd Rank, . . Isabella L. Tennant.

English—
1st Rank, . . Emily Anderson, Duncan MacLachlan.
2nd Rank, . . Elsie I. Stoops, Isabella L. Tennant.

Mathematics—
1st Rank, . . Duncan MacLachlan, Nathaniel Beattie.

Experimental Physics—
2nd Rank, . . Thomas Thompson, Duncan MacLachlan, Emily Anderson.

Second Year.

Latin—
1st Rank, . . John L. McFall, Joseph H. Pedlow.

Greek—
2nd Rank . . John L. McFall.

French—
1st Rank, . . Elizabeth Anderson, Joseph H. Pedlow.
2nd Rank . . Ethel M. Duncan, Elizabeth O. Pedlow.

German—
1st Rank . . Elizabeth Anderson, Joseph H. Pedlow.
2nd Rank, . . Elizabeth H. Pedlow, Ethel M. Duncan.

English—
1st Rank, . . Joseph H. Pedlow.
2nd Rank, . . John L. McFall.

Mathematics—
2nd Rank, . . Michael Kennedy.

Theoretical Chemistry—
2nd Rank, . . Fredk. R. Steinberger.

Practical Chemistry—
1st Rank, . . Michael Kennedy, William Millar.
2nd Rank, . . John M. Paul.

Geology—
2nd Rank, . . Frederick R. Steinberger, Alexander T. Rentoul.

Experimental Physics—
2nd Rank, . . John M. Paul.

Practical Physics—
1st Rank, . . William Millar, Frederick R. Steinberger.
2nd Rank, . . John M. Paul.

THIRD YEAR.

French—
1st Rank, . . Mary J. Donovan, Anna F. Little, Edith J. Moffatt.
2nd Rank, . . William J. Stoops, Harriet Stoops.

German—
1st Rank . . Mary J. Donovan, Edith J. Moffatt, Anna F. Little.
2nd Rank, . . William J. Stoops.

Italian—
2nd Rank, . . Marianne J. Spence.

English—
1st Rank, . . Mary J. Donovan.
2nd Rank, . . Anna F. Little

Political Economy—
1st Rank, . . Robert Moore.

Geology—
1st Rank, . . Valentine D. Doyle, Robert W. R. Rentoul.
2nd Rank, . . Robert M'Crea, Francis C. K. Carson, John S. S. Budd.

Mathematical Physics—
2nd Rank . . Robert W. R. Rentoul.

FACULTY OF LAW.

FIRST YEAR.

Jurisprudence—
1st Rank, . . Patrick J. Lydon.

English Law—
1st Rank, . . Patrick J. Lydon, Michael J. Fogarty.

SECOND YEAR.

Roman Law—
1st Rank, . . Philip C. Fogarty.

English Law—
2nd Rank, . . Philip C. Fogarty.

Faculty of Medicine.

First Year.

Botany—
1st Rank, . . Michael Shanahan.

Zoology—
2nd Rank . . Michael Shanahan.

Practical Biology—
1st Rank, . . James Sandys, Michael Shanahan.
2nd Rank, . . John J. Reynolds.

Second Year.

Descriptive Anatomy—
2nd Rank, . . Francis J. Keane.

Practical Anatomy—
1st Rank, . . John C. Osborne, Joseph Patrick, Walter N. Rishworth.
2nd Rank, . . Francis J. Keane.

Physiology—
2nd Rank, . . John C. Osburne.

Practical Chemistry—
1st Rank, . . Joseph Patrick, Walter N. Rishworth.
2nd Rank . . Francis J. Keane.

Third Year.

Descriptive Anatomy—
1st Rank, . . Henry C. Mulholland.

Practical Anatomy—
1st Rank, . . Henry C. Mulholland, Michael J. Hackett.

Physiology—
1st Rank, . . Henry C. Mulholland.

Medicine—
1st Rank, . . Henry C. Mulholland.

Surgery—
2nd Rank, . . Henry C. Mulholland, Michael J. Hackett.

Practical Biology—
1st Rank, . . Cornelius Martin.

School of Engineering.

First Year.

Engineering—
1st Rank, . . John M. Paul, Frederick R. Steinberger, George E. O'Kane.
2nd Rank, . . Michl. Gallagher, Francis Dowling.

Drawing—
1st Rank, . . Michael Gallagher, John M. Paul, Frederick R. Steinberger.
2nd Rank, . . George E. O'Kane, Patrick J. Raftery, John R. Egan.

Theoretical Chemistry—
2nd Rank, . . George E. O'Kane.

Practical Physics—
2nd Rank, . . George E. O'Kane.

Electrical Engineering—
1st Rank, . . Frederick R. Steinberger.

SECOND YEAR.

Engineering—
1st Rank, . . Thomas C. Campbell, John H. Mitchell, Michael Kennedy, Frederick E. Lewis, William J. Somerville.

Drawing—
1st Rank, . . Thomas C. Campbell.
2nd Rank, . . William J. Somerville, John H. Mitchell, Michael Kennedy, Frederick E. Lewis, Jeremiah O'Sullivan.

Practical Chemistry—
1st Rank, . . Thomas C. Campbell, Frederick E. Lewis.
2nd Rank, . . John H. Mitchell, William J. Somerville.

Mathematical Physics—
1st Rank . . Thomas C. Campbell.
2nd Rank, . . Frederick E. Lewis, Michael Kennedy.

THIRD YEAR.

Engineering—
1st Rank, . . Charles H. Watson, Valentine D. Doyle, Francis C. K. Carson.

Drawing—
1st Rank, . . Charles H. Watson, Valentine D. Doyle, Francis C. K. Carson.
2nd Rank, . . John Rorke, Christopher Dee.

Geology—
1st Rank, . . John Rorke, Charles H. Watson.

Mathematical Physics—
1st Rank, . . Charles H. Watson, Valentine D. Doyle.

Mathematics—
1st Rank, . . Valentine D. Doyle.

Electrical Engineering—
1st Rank, . . Valentine D. Doyle.

XI.—Degrees, Exhibitions, Honours, &c., obtained by Students of the College at the Examinations of the Royal University of Ireland in 1907.

Faculty of Arts.

B.A. Degree Examination.

Autumn.

Exhibition.

Leaper, Joseph M. F., ... Second Class (£21).

Honours in Ancient Classics.

Jack, Thomas, ... Second Class.

Honours in Experimental Physics and Chemistry.

Leaper, Joseph M. F., ... First Class.

Pass.

Clarke, Kate.
Walsh, Michael.
Marshall, Robert L.
Browne, James A.

Second University Examination.

Summer.

Exhibition.

Donovan, Mary J. (Sch.), . . Second Class (£18).

Honours in English.

Donovan, Mary J. (Sch.), . . . First Class.

Honours in French.

Donovan, Mary J. (Sch.), . . . First Class.

Honours in German.

Donovan, Mary J. (Sch.), . . First Class.

Honours in Mathematics.

Watson, Charles H., ... Second Class.

Honours in Chemistry.

Kerr, Robert A., ... Second Class.

Honours in Biology.

Kerr, Robert A., ... First Class.

Pass.

Buchanan, William W.
Burke, William F.
Campbell, Thomas C.
Carson, Francis C. K.
Currie, Josias.
Dee, Christopher.
M'Crea, Robert
Marshall, William F.
Martin, Cornelius.
Moore, Robert.
O'Brien, William.
Rentoul, Robert W. R.
Rooney, John W.
Spence, Marianne J.
Stoops, Harriet.
Stoops, William J.

First University Examination.

SUMMER.

Honours in French.

Anderson, Elizabeth, . . First Class.

Honours in German.

Pedlow, Joseph H. . . . First Class.
Duncan, Ethel M., . . . Second Class.

Honours in Mathematics.

Kearney, Thomas, . . . Second Class.

PASS.

Kennedy, Michael.
M'Fall, John L.
Paul, John M.
Steinberger, Fritz. R.
Watson, Samuel E.

AUTUMN.

PASS.

Matthews, Samuel W.
Millar, William.
Rentoul, Alexander T.

FACULTY OF MEDICINE.

M.D. Degree Examination.

SPRING.

O'Flynn, Michael J., M.B., B.CH., B.A.O.

M.B., B.Ch., B.A.O. Degrees Examination.

PASS.

Costelloe, Joseph M., M.A.

AUTUMN.

UPPER PASS.

Lynam, John E. A., B.A.

PASS.

Carson, William F.
Hughes, John.
O'Sullivan, Christopher F. X.

Third Examination in Medicine.

SPRING.

UPPER PASS.

Brown, James A.

PASS.

Burke, Joseph D. G.
Byrne, Bartley.
Garry, John W.
Robertson, Robert H.

AUTUMN.

EXHIBITION.

O'Malley, Michael G., . . . First Class (£30).

HONOURS.

O'Malley, Michael G., . . . First Class.

PASS.

Broderick, Daniel.

Second Examination in Medicine.

SPRING.

PASS.

Hackett, Michael J. | Mulholland, Henry C.

AUTUMN.

PASS.

Kerr, Robert A.

First Examination in Medicine.

AUTUMN.

PASS.

Osburne, John C.

SCHOOL OF ENGINEERING.

B.E. Degree Examination.

SUMMER.

EXHIBITION.

Oram, Arthur, ... Second Class (£21).

HONOURS.

Oram, Arthur, . . . Second Class.

Second Professional Examination.

EXHIBITION.

Watson, Charles H., . . . Second Class (£18).

HONOURS.

Watson, Charles H., . . . First Class.
Doyle, Valentine D., . . Second Class.

PASS.

Carson, Francis C. K. | M'Crea, Robert.
Dee, Christopher.

First Professional Examination.

EXHIBITION.

Lewis, Frederick E., . . . First Class (£30).

HONOURS.

Lewis, Frederick E., . . . First Class.
Mitchell, John H., . . . Second Class.

PASS.

Campbell, Thomas C.
Gannon, Peter M.
Kennedy, Michael.
Lawson, James S.
M'Clatchie, William. A.
Somerville, William J.
Sullivan, Jeremiah.

OTHER DISTINCTIONS OBTAINED BY STUDENTS OF THE COLLEGE IN 1906–1907.

Honorary Physician to the King.

Surg-Gen. Sir A. Keogh, K.C.B., M.D., Director-General, A. M. S.

Lectureship in Chemistry, South Eastern Agricultural College, Wye, Kent (affiliated to London University).

William Goodwin, B.SC. PH.D.

1851 *Exhibition Science Research Scholarship.*

Percy Corlett Austin, M.A.

Examiner in French to the Board of Intermediate Education, Ireland.

Cecile L. M. Steinberger, B.A.

County Surveyorship, Galway, E.R.

James J. Hardiman, B.A., B.E.

County Surveyorship, Meath.

James Quigley, Dip. Eng.

Engineer, Oficina de vias y Obras, Cordoba, Argentina.

Henry A. M'Gillycuddy, B.E.

Engineer in the Public Works Department of the Malay States.

John A Moore, B.E.

Engineer to the Harbour Commissioners at Sligo.

Joseph Mallagh, B.E., B.E., A. MEM. INST. C.E.

First Place at the Examination under the Civil Service Commissioner for County Surveyorships in Ireland.

John S. M'Lachlan, B.A., B.E.

Head of the Mathematical and Science Department in the High School, Dawson, Canada.

John Henry, M.A., B.E.

Assistant Engineer to the County Surveyor of Roscommon.

Arthur Oram, B.E.

Clerk of Works to the Congested Districts Board, Ireland.

Simon O'Dea, B.E.

Engineering Assistant to Messrs. Fisher & Le Fanu, Belfast.

Ambrose L. Moore, B.E.

XII.—Students of the College who have been Awarded Junior Fellowships, Studentships, Scholarships, Exhibitions, or Prizes in the Royal University of Ireland.

Junior Fellowship.

M'Clelland, John A., M.A., in Natural Philosophy, 1895.
Henry, John, M.A., B.E., do., 1899.
Thomas Rea, M.A., in Modern Literature, 1901.

A prize of £50 was awarded to Hugh Ryan, B.A., for highly distinguished answering at the Junior Fellowship Examination in Chemistry with Experimental Physics, in 1897.

Stuart, Thomas, M.A., was awarded a Special Prize of £100 a year for two years, on account of the excellence of the original theses submitted by him at the Examination for Junior Fellowship in Mathematical Science in 1900.

Stuart, Thomas, M.A., D.Sc., in Mathematical Science, 1902.

University Studentships.

Semple, Robert James, in History, Political Economy, and Political Philosophy, 1889.
Kennedy, William, in Classics, 1890.
Ryan, Hugh, M.A., in Experimental Science, 1898.

University Scholarships.

Stuart, Thomas, in Mathematics, 1891.
Strain, Thomas G., in Mathematics, 1898.
Steinberger, Cécile L. M., in Modern Literature, 1900, First Class.
Perry, Agnes M., in Mathematics (First Place), 1901.
Minnis, Samuel, in Modern Literature (First Place), 1901.
Donovan, Mary J., in Modern Literature, 1906.

The "Dr. and Mrs. W. A. Browne" Gold Medal and Prize.

Steinberger, Cécile L. M., Gold Medal, 1902.
Minnis, Samuel, Prize, 1903.
Perry, Janet H., Gold Medal, 1906.

At M.A. Examination.

M'Clelland, John A., Special Prize, 1893, £60.
Henry, John, Special Prize, 1894, £40.
Ryan, Hugh, Gold Medal, 1897.
Warnock, James, Special Prize, 1903, £50.

At B.A. Examinations.

Jordan, Michael J.,	Second Class Exhibition,	1886,	£25.
Kennedy, William,	„ „	1888,	£25.
Semple, R. J.	„ „	„	£25.
Humphreys, John,	First Class „	1890,	£42.
Mangan, Denis,	Second Class „	„	£21.
Paul, John,	„ „	„	£21.
Mahon, John S.,	First Class „	1891,	£42.
Burkitt, James P.,	Second Class „	„	£21.
Kane, Thomas,	„ „	„	£21.
M'Clelland, John S.,	Second Class „	1892,	£21.
Currie, Samuel,	„ „	1893,	£21.
Henry, John,	First Class „	„	£42.
Kirwan, James St. L.,	Second Class „	„	£21.
Entrican, Samuel W.,	Second Class „	1894,	£21.
Flack, William T.,	„ „	„	£21.
Hanna, Robert,	„ „	„	£21.
Ryan, Hugh,	First Class „	1895,	£42.

Johnston, James, Second Class Exhibition, 1895, £21.
Stuart, Thomas, „ „ „ £21.
Reid, John, „ „ „ £21.
Strain, James K., „ „ „ £21.
Maybin, Hugh, „ „ 1896, £21.
Watt, George, „ „ „ £21.
Carmichael, John S., „ „ 1897, £21.
Hezlett, James M., „ „ „ £21.
Mills, W. S., „ „ 1898, £21.
Rea, Thomas, First Class „ 1899, £42.
Clarke, Margaret, „ „ 1900, £42.
Warnock, James, „ „ 1901, £42.
Cummins, Robert J., Second Class „ „ £21.
O'Neill, Joseph J. „ „ „ £21.
Angus, Samuel, First Class, „ 1902, £42.
Steinberger, C. L. M. „ „ „ £42.
Minnis, Samuel, Second Class „ 1903, £21.
Perry, Agnes M., „ „ „ £21.
Strain, Thomas G., First Class „ 1904, £42.
Clarke, Rosalind, Second Class „ „ £21.
M'Clean, Louis T. L., „ „ „ £21.
Thompson, Frances L., „ „ „ £21.
Fogarty, Philip, C., „ „ 1905, £21.
Ball, Frederick J., „ „ 1906, £21.
Bowen, John E., „ „ „ £21.
Clarke, John A., „ „ „ £21.
Perry, Janet H., „ „ „ £21.
Leaper, Joseph M. F., „ „ 1907, £21.

AT SECOND ARTS EXAMINATION.

Maxwell, S. L., Second Class Exhibition, 1882, £20.
Thompson, J., „ „ „ £20.
Evans, Isaac R., First Class „ 1883, £40.
Kennedy, William, Second Class „ 1887, £20.
Mahon, John S., First Class „ 1890, £36.
Emerson, Thomas, Second Class „ „ £18.
M'Clelland, John A., „ „ 1891, £18.
O'Hara, C. H., „ „ 1892, £18.
Henry, John, First Class „ „ £36.
Entrican, Samuel W., Second Class „ 1893, £18.
Hanna, Robert K., „ „ „ £18.
Johnston, James, First Class „ 1894, £36.
Stuart, Thomas, Second Class „ „ £18.
Hezlett, James M., First Class „ 1896, £36.
Aimers, Margaret M., Second Class „ 1898, £18.
Clarke, Margaret, „ „ „ £18.
Strain, Thomas G., First Class „ 1899, £36.
O'Neill, Joseph J., „ „ 1900, £36.
Warnock, James, Second Class „ „ £18.
Lydon, Patrick J., „ „ „ £18
Steinberger, Cécile L. M. „ „ 1901, £18.
Minnis, Samuel, First Class „ 1902, £36.
Perry, Agnes M., Second Class „ „ £18.
Lynch, John B., First Class, „ 1903, £36.
Harrison, Alex. L., Second Class „ „ £18.
Brash, Janet W., „ „ „ £18.
Mathews, William D. W., First Class 1904, £36.
Perry, Janet H., „ „ £36.
M'Donagh, Stephen J., Second Class „ £18.
Jack, Thomas, First Class 1905, £36.
Donovan, John T., Second Class „ £18.
Bowen, John E., „ „ £18.
Walsh, Michael, „ „ £18.
Donovan, Mary J., „ 1907, £18.

At First University Examination.

M'Kee, Wm. John, First Class Exhibition, 1885, £30.
Bain, Alexander, Second Class „ 1886, £15.
Gannon, William J., „ „ 1887, £15.
Love, Robert, „ „ 1888, £15.
Burkitt, James P., First Class „ 1889, £30.
Mahon, John S., „ „ „ £30.
Glendenning, James P. C., Second Class „ „ £15.
M'Clelland, John A., „ „ 1890, £15.
O'Hara, Charles H., „ „ 1891, £15.
Anderson, Henry, „ „ „ £15.
Stuart, Thomas, First Class „ 1892, £30.
Ryan, Hugh, „ „ 1893, £30.
Johnston, James, Second Class „ „ £15
Neilson, Robert A., „ „ „ £15.
Reid, John, First Class „ 1894, £30
Lyons, F. W., Second Class „ 1894, £15.
Watson, John, „ „ „ £15.
Watt, George, „ „ „ £15
Brown, Henry, „ „ „ £15.
Warnock, William, First Class „ 1897, £30.
Renshaw, J. W., Second Class „ „ £15.
Strain, Thomas G., First Class „ 1898, £30.
Warnock, James, „ „ 1899, £30.
Porterfield, Samuel, Second Class „ „ £15.
Bell, Gilmore, „ „ 1900, £15.
Brash, Robert, „ „ „ £15.
Kenny, Patrick J., „ „ „ £15.
Perry, Agnes M., First Class „ 1901, £30.
Minnis, Samuel, „ „ £30.
Clarke, Rosalind, Second Class „ „ £15
Lynham, John E. A., „ „ 1902, £15.
May, Thomas, „ „ „ £15.
Brash, Janet W., „ „ „ £15.
Fogarty, Philip C., First Class „ 1903, £30.
M'Donagh, Stephen J., Second Class „ „ £15.
Perry, Janet H., „ „ „ £15.
Jack, Thomas, First Class „ „ 1904, £30.
Donovan, John T., „ „ „ £30.
Bowen, John E, Second Class „ „ £15.
Brown, James A., „ „ „ £15.
Donovan, Mary J., „ „ 1906, £15.

At LL.B. Examination.

Nelson, Thomas E., A Prize, 1884, £25.
Moorhead, John R., „ 1886, £50.
Brown, William, M.A., Second Class Exhibition, 1887, £25.
MacGregor, William, M.A., „ „ 1897, £21.

At M.B. Examination.

Macnamara, R. J., First Class Exhibition, 1884, £50.
Mahon, Ralph B., „ „ 1885, £50.
Stewart, Joseph, Second Class „ 1887, £25.
Steen, James R., „ „ 1890, £25.
Warnock, James, M.A. „ „ 1905, £25.

At M.Ch. Examination.

Stewart, Joseph, Special Prize, 1887, £20.

TRAVELLING MEDICAL SCHOLARSHIP.

Stewart, Joseph, M.B., 1889.
Steen, James R., M.B., 1890.
Allen, Robert, M.B., 1894.

AT THIRD EXAMINATION IN MEDICINE.

M'Kelvey, Thomas, Second Class Exhibition, 1896, £20.
Warnock, William, „ „ 1900, £20.
O'Malley, Michael G., First Class, „ 1907, £30.

AT SECOND EXAMINATION IN MEDICINE.

Warnock, William, Second Class Exhibition, 1899, £15.

AT FIRST EXAMINATION IN MEDICINE.

Montgomery, Alex. W., First Class Exhibition, 1893, £20.
Ryan, Hugh, Second Class „ 1894, £10.
Warnock, William, First Class „ 1898, £20.

AT B.E. EXAMINATION.

Thompson, W. J., Second Class Exhibition, 1882, £25.
Binns, Henry A., First Class „ 1883, £50.
Lynham, F. J., „ „ 1884, £50.
O'Shaughnessy, M. M., Second Class „ „ £25.
Thompson, Atwell, First Class „ 1886, £50.
Hall, Thomas A., Second Class „ 1888, £25.
M'Cay, Francis, B.A., First Class „ 1890, £42.
Burkitt, James P., „ „ 1892, £42.
Kirwan, Robert J., Second Class „ 1893, £21.
Henry, John, M.A., „ „ 1895, £21.
Carmichael, John S., First Class „ 1897, £42.
Rishworth, Frank S., Second Class „ 1898, £21.
Hall, Arthur A., „ „ 1899, £21.
Cummins, Robert J., „ „ 1900, £21.
Watson, Edwin, First Class „ 1903, £42.
Duncan, Robert M., Second Class „ 1904, £21.
M Gillycuddy, Henry A., „ „ 1905, £21.
Hannigan, James J., „ „ „ £21.
Perry, Alice J., First Class „ „ 1906, £42.
Oram, Arthur, Second Class, „ 1907, £21.

AT SECOND EXAMINATION IN ENGINEERING.

O'Shaughnessy, Michael M., Second Class Exhibition, 1883, £20.
Thompson, Atwell, First Class „ 1885, £40.
M'Cay, Francis, Second Class „ 1888, £20.
Burkitt, James P., „ „ 1891, £18.
Henry, John, „ „ 1894, £18.
Gaston, James, „ „ 1896, £18.
Rishworth, Frank S., First Class „ 1897, £36.
Fleming, George H., Second Class „ „ £18.
Cummins, Robt. J., „ „ 1899, £18
M'Lachlan, John S., „ „ 1902, £18.
Smith, Henry W. S., „ „ 1904, £18.
Hannigan, James J., „ „ £18.
Watson, Charles H. „ „ 1907, £18.

AT FIRST EXAMINATION IN ENGINEERING.

Thompson, Atwell, First Class Exhibition, 1884, £30.
Burkitt, James P., „ „ 1890, £30.
Henry, John, „ „ 1893, £30.
Rishworth, Frank S., „ „ 1896, £30.
Fleming, George H., Second Class, „ „ £15.
May, Thomas, „ „ 1903, £15.
Perry, Alice J., First Class, „ 1904, £30.
Lewis, Frederick E., First Class, „ 1907, £30.

XIII.—VISITORS, CORPORATE BODY, COUNCIL, OFFICERS, AND LECTURERS.

Visitors.

The Right Reverend the Lord Bishop of Tuam.
The Right Honourable the Lord Chief Justice of Ireland.
The Right Honourable the Earl of Westmeath.
The Right Honourable Lord Clonbrock, K.P.
The Very Reverend J. H. Bernard, D.D., Dean of St. Patrick's Dublin.
T. L. O'Shaughnessy, Esq., K.C., Recorder of Dublin.
W. J. M. Starkie, Esq., Litt.D., Resident Commissioner, Board of National Education for Ireland.
His Honour Judge Craig, K.C.
The Moderator of the General Assembly, for the time being.
The Right Honourable the Chief Secretary to the Lord Lieutenant of Ireland, for the time being.
The President of the Royal College of Physicians, Ireland, for the time being.
The President of the Royal College of Surgeons, Ireland, for the time being.

President.

Alexander Anderson, M.A., Camb., Hon. LL.D. Glasgow, late Fellow of Sidney Sussex College, Cambridge; Senator of the Royal University of Ireland.

Professors.

Greek,	R. Knox M'Elderry, M.A., Camb., late Fellow of St. John's College, F.R.U.I.
Latin,	Charles Exon, M.A., Dub.
Mathematics,	W. A. Houston, M.A. (Camb., and R.U.I.); late Fellow of St. John's College, Cambridge; Examiner, and late Junior Fellow, R.U.I.
Natural Philosophy,	The President.
History, English Literature, and Mental Science,	Wilbraham F. Trench, M.A., Dub., Examiner, R.U.I.
Chemistry,	Alfred Senier, Ph.D., Berlin.
Natural History, Mineralogy, and Geology,	Richard J. Anderson, M.A., M.D., R.U.I., M.R.C.S. Eng., Examiner, R.U.I.
Modern Languages,	Valentine Steinberger, M.A., F.R.U.I.
Jurisprudence and Political Economy,	John H. Wardell, M.A., Dub., Erasmus Smith's Professor of Modern History in the University of Dublin.
English Law,	James M. Sweetman, M.A., LL.D. (R.U.I.), Examiner, R.U.I.
Anatomy and Physiology,	Joseph P. Pye, M.D., M.Ch., D.Sc., F.R.U.I.
Practice of Medicine,	John Isaac Lynham, M.D., M.Ch., M.A.O. F.R.U.I.
Practice of Surgery,	Wm. W. Breereton, L.R.C.S.I., M.R.C.P.I.
Materia Medica,	Nicholas W. Colahan, M.D., M.Ch., R.U.I.
Midwifery,	Richard John Kinkead, B.A., M.D., Dub., L.R.C.S.I.
Civil Engineering,	Edward Townsend, M.A., Dub., D.Sc., Examiner R.U.I.

(*The above constitute the Corporate Body*).

Council.

THE PRESIDENT.

Professor SENIER.	Professor STEINBERGER.	Professor TOWNSEND.
,, M'ELDERRY.	,, TRENCH.	,, KINKEAD.

Office Bearers.

Registrar, ... Professor TOWNSEND.
Bursar, ... ,, LYNHAM.
Librarian, ... ,, STEINBERGER.

Deans of Residences.

Church of Ireland, ... Rev. JAMES F. BERRY, M.A., B.D
General Assembly of the Presbyterian Church in Ireland, . . . Rev. JOHN C. CLARKE, D.D.
Methodist Church, ... Rev. GABRIEL J. SPENCE.

Lecturers.

Medical Jurisprudence, . . . { Professor KINKEAD. ,, SENIER.
Clinical Fever, ... ,, COLOHAN.
Pathology, ... ROBERT J. ROWLETTE, B.A., M.D., DUB.
Anatomy, ... THOMAS WALSH, B.A., M.B.
Electrical Engineering, . . . F. C. D. ATKIN, A.M.I.E.E.

Demonstrators and Assistants.

Mathematics, ... JOHN E. BOWEN, B.A.
Natural Philosophy, ... JOSEPH M. F. LEAPER, B.A.
Chemistry, ... ROSALIND CLARKE, B.A.
Modern Languages, ... MARY J. DONOVAN; EDITH J. MOFFATT.
Practical Physiology, . . . THOMAS WALSH, B.A., M.B.
Pharmacy, ... BARTLY BYRNE.
Engineering, ... WM. H. REDMOND, B.E.
Natural History, ... IGNATIUS P. KELLY.

APPENDIX C.

RETURN showing LIST of PROFESSORS and OFFICERS in the COLLEGE, DATES of APPOINTMENT, their SALARIES, and EMOLUMENTS as STATUTABLE UNIVERSITY EXAMINERS or from COLLEGE FEES.

CHAIR.	Date of Appointment of present Professors.	Salary from Endowment of Chair.	Emoluments.		Observations
			Pension as University Examiner.	Class Fees, Session 1905-1906.	
		£	£	£ s. d.	
The Professor of Greek	May, 1902,	330	—	12 0 0	
,, Latin,	November, 1903,	330	—	44 0 0	
,, Mathematics,	January, 1908,	330	—	82 0 0	
,, Natural Philosophy,	December, 1885,	220	—	111 0 0	
,, History, English Literature, and Mental Science,	June, 1899,	340	—	81 0 0	
,, Chemistry,	November, 1891,	300	—	83 10 0	The College Council allowed to the Professor of Midwifery a stipend of £20 for lecturing in Medical Jurisprudence, and a like sum to the Professor of Chemistry as joint lecturer in same subject; also a sum of £20 to the Professor of Materia Medica for lectures on Fever Cases.
,, Natural History, / ,, Mineralogy and Geology,	November, 1883,	300	—	30 0 0	
,, Modern Languages,	July, 1886,	220	—	102 0 0	
,, Jurisprudence and Political Economy,	November, 1903,	150	—	11 0 0	
,, English Law,	January, 1908,	150	—	8 0 0	
,, Anatomy and Physiology,	November, 1873,	220	20	88 10 0	
,, Practice of Medicine,	November, 1879,	150	—	5 0 0	
,, Practice of Surgery,	January, 1888,	150	—	6 0 0	
,, Materia Medica and Pharmacy,	February, 1878,	150	—	23 0 0	
,, Midwifery,	October, 1876,	150	—	3 0 0	
,, Civil Engineering,	November, 1860,	300	20	104 0 0	
Lecturers on Medical Jurisprudence,	—	—	—	*4 0 0	
OFFICE.		OFFICE.		£ †798 0 0	
The Registrar,	March, 1880,	75	—		
The Bursar,	October, 1893,	75	—		
The Librarian,	March, 1902,	75	—		

* This sum was paid to the Professors of Midwifery and Chemistry, who are joint Lecturers on Medical Jurisprudence.
† Exclusive of £4 paid to Lecturer in Pathology, and £32 to Lecturer in Electrical Engineering.

APPENDIX D.

APPENDIX

ACCOUNT of the RECEIPTS and EXPENDITURE of the

RECEIPTS.	£ s. d.	£ s. d.
Balances on 1st April, 1906, viz.:—		
General Account,	—	906 13 6
Grant Charged on Consolidated Fund (net amount received),	—	6,807 15 10
Annual Parliamentary Grant in aid of Expenses of Maintenance,	—	1,500 0 0
Professors' Class Fees (to 31st March, 1907),	—	842 10 0
College Fees,	—	51 10 0
Dividends on Stock (£800), M. G. W. R. Co.,	—	38 0 0
* Do. (£1,112 15*s.* 5*d.*),	—	26 8 7
† Do. (£1,359 0*s.* 0*d.*),	—	32 5 8
Library Deposits,	—	7 0 0
Proceeds of Sale of Stock,	—	—
Miscellaneous Receipts,	—	20 14 9
The Commissioners of the Exhibition Scholarship of 1851 (special),	—	175 0 0
TOTAL,	—	£10,417 18

* Government Stock, Blayney Bequest Scholarship Fund.
† Government Stock, Dr. and Mrs. Browne Scholarship Fund.

D.

COLLEGE, for the year ended 31st March, 1907.

PAYMENTS.	£ s. d.	£ s. d.
Salaries, &c., paid out of Permanent Grant, viz.:—		
President, Professors, and Officers,	4,551 7 4	
Scholarships, Prizes, and Exhibitions,	1,284 8 0	
Minor Officers, Porters, and Servants,	706 17 6	
		6,542 12 10
Library:—		
Ancient and Modern Languages,	45 8 11	
Mathematical, Physical, and Chemical Sciences,	52 3 8	
Natural Sciences,	17 15 0	
Engineering,	19 3 7	
Medical Sciences,	33 10 8	
Mental and Legal Sciences,	6 19 2	
General Library,	29 7 1	
Binding,	27 16 9	
Printing Catalogue,	38 14 0	
Apparatus, Diagrams, Materials for Laboratory, &c.:—		
Chemical Laboratory,	114 15 9	
Physical Cabinet,	83 15 6	
Engineering—Diagrams, &c.,	39 18 9	
Medical Faculty—Apparatus, &c.,	113 6 11	
Museum of Natural History,	50 7 10	
Museum of Medical Sciences,	20 0 5	
Printing, Stationery, and Advertising,	176 8 3	
Heating and Lighting,	454 16 8	
Botanic Garden and Grounds,	139 7 3	
Miscellaneous Account:—		
Porters' Clothing,		
Water Supply,		
Incidental Expenses—Postage, Carriage, Cleansing, Insurance, &c.,	155 7 4	
Pathology,	0 10 5	
Electrical Engineering,	15 19 1	
		1,635 13 0
Professors' Class Fees,	—	822 15 0
Library Deposits Repaid,	—	14 0 0
Special Exhibitions—chargeable to the "Blayney" Bequest,	—	13 4 3
Do. do. "Dr. and Mrs. Browne" Donation,	—	42 17 3
Payments out of College Fees:—		
Stipend to College Auditor,	—	12 12 0
Sundries,	—	81 12 0
Payments out of Miscellaneous Receipts:—		
To Lecturers in Pathology,	—	—
Do. Medical Jurisprudence,	—	40 0 0
To Lecturer on Fevers,	—	20 0 0
Do. Electrical Engineering,	—	50 0 0
Sundries,	—	—
Stipend to Student for the Scholarship Exhibition per the Commissioners of 1851,	—	175 0 0
Balance on 31st March, 1907, viz.:—		
General Bank Account,	965 5 9	—
In Bursar's hands,	2 6 3	
		967 12 0
TOTAL,	—	£10,417 18 4

In addition to the Cash Balance, there is standing to the credit of the College (Blayney Bequest and Dr. and Mrs. Browne Donation) the sum of £2,471 15*s.* 5*d.*, New 2½ per Cent. Stock. Also a sum of £800 (purchased for £1,396 10*s.*)—Investment—out of Endowment Fund in the Stock of the Midland Great Western Railway Company, Ireland.

The accounts of the College up to 31st March, 1908, have been examined, and found correct, by the College Auditor. And the Certificate of the Comptroller and Auditor-General has been also received, certifying to the correctness of the accounts for the year ending 31st March, 1907.

J. I. LYNHAM,
Bursar.

June 1908.

APPENDIX E.

Donations to the Library of the Queen's College Galway, 1907–1908.

By the

The British Museum, the Director of:

1. Discovery Report, Vols. I., II. and III
2. Guide to Great Game Animals.
3. Guide to Fossil Invertebrate Animals.
4. List of British Seed, Plants and Ferns.
5. Special Guide, No. 3, Memorials of Linnaeus.
6. Catalogue of Finger Rings in the British Museum.
7. Catalogue of Drawings by British Artists and Artists of Foreign Origin working in Great Britain.
8. Catalogue of Greek Coins: Galatia, &c.
9. ,, ,, ,, Lycaonit, &c.
10. ,, ,, ,, Lydia, &c.
11. ,, ,, ,, Parthia, &c.
12. ,, ,, ,, Cyprus.
13. ,, ,, ,, Phrygia.
14. The Book of the Dead: Facsimiles of the Papyri of Hunefer, &c.

The Royal Irish Academy, the Secretary of:

Proceedings of the Royal Irish Academy, 1907-8.

Aberdeen University, by the Publication Committee:

1. Record of the Quartercentenary of the University of Aberdeen, 1907.
2. Flosculi Graeci Boreales. Decerpsit, J. Harrower, 1907.
3. University Calendar, 1907-8.

Canada, the Geological Survey of:

1. Reports:—945, 958, 971, 968, 977, and 953.
2. Maps (Panther River).
3. Department of Mines Reports:—949, 971, 1017.

United States, Department of Commerce and Labour:

Vol. 4. Nos. 1, 2, 3. Bulletin of the Bureau of Standards. Washington, 1907-8.

Senier, Professor A.:

1. Report of the British Association for the Years 1906-7.
2. The Condensation of Aldehydes with mixtures of *a* Naphthol and *a* Naphthylamine.
3. Attempted Synthesis of $\frac{\text{b-N-b.}}{\text{b-CH-b.}}$ Dinaphthacridines.
4. The Synthesis of Acridines and Phenonaphthacridines.

India, Geological Survey of:

Palaeontologia Indica. Vol. II. Memoir 3. Vol. V. Memoir 2 and 3.

India, Department of Agriculture:

Memoirs of the Department of Agriculture. Vol. II. Calcutta.

Smithsonian Institution:

Smithsonian Miscellaneous Collections. Vols. 50 and 51. Washington, 1908.

Astrophysical Observatory. Vol. II. Washington, 1908.

Oxford Observatory:

Astrographic Catalogue. Vols. 3 and 4. Edin., 1907.

Greenwich, Royal Observatory:

Astrographic Catalogue, 1900. Vol. II.

Observations of Eros, 1900-1901.

Bromwich, Professor:

Theory of Infinite Series. C. 1908.

Teubner, B. G.:

Verlag auf dem Gebiete der Mathematik und Naturwissenschaften. Leipzig, 1908.

China, Imperial Maritime Customs:

Statistical Series, 1907-1908.

University Calendars:

Glasgow, 1907-08.
Dublin, 1907-08.
Belfast Queen's College, 1907-08.
Dundee University College, 1907-08.
St. Andrew's, 1907-08.
M'Gill, 1907-08.
Manchester, 1907-08.
Durham, 1907-08.
South Wales, 1907-08.
North Wales, 1907-08.
Aberdeen, 1907-08.
Edinburgh, 1907-08.
Oxford, 1907-08.
Cambridge, 1907-08.
Melbourne, 1907-08.
London University Guide, 1908.

Books and Papers presented to the Library by Professor Richard J. Anderson :—

1. Anderson, R. J.—Protozoa, and some other Micro-Organisms, Galway, 1907.
2. ,, Some Notes on the Cetacea of the Irish Atlantic Coast. 1905.
3. ,, Races of Connaught. L. 1907.
4. ,, Plant Stems. Galway. 1907.
5. ,, The Premaxilla in Primates. G. 1903.
6. ,, The Reunion. G. 1906.
7. ,, A Note on the Premaxilla in some Primates. Jena. 1902.
8. ,, Divisions of Protoza. G. 1907.
9. ,, Racial Types in Connaught, with special reference to the Basque Type. Lisbon. 1906.
10. ,, Relation of Land to Sea in Connaught in Early Times. G. 1905.
11. ,, Some Notes on the Mandible and Jugal in Primates. L. 1906
12. ,, Some Considerations respecting the Parietal Bone. Leipzig. 1904.
13. ,, Financial Relations. G. N. d.
14. ,, The Flow of Fluids in Plant Stems. G. 1907.
15. ,, A Discussion on the Interchange of Gases in the Lungs. Leipzig. 1900.
16. ,, The Relationship of the Premakilla in the Bears. Leipzig. 1902.
17. ,, Training versus Heredity. Newry. 1904.
18. ,, A Short Survey of the Sediments and Ores of Galway. Liége. 1905.
19. ,, Some Points regarding Animal Coloration. Dublin. 1905.
20. ,, The Teeth in Mesoplodon Hectori. D. 1904.
21. ,, Crookedness of the Sterna in Certain Breeds of Domestic Fowls. D. 1900.
22. ,, The Elephants. Belfast. 1905.
23. ,, Ancient Hibernia and the Hibernians. Portadown. 1904.
24. ,, Heredity. G. 1898.
25. ,, Some Aspects of Mimicry. G. 1897.
26. ,, Influence, Intellectual and Moral. G. 1896.
27. ,, Points of Convergence in Animals. Lisbon.
28. ,, Whales and Dolphins. 1896.

Books and Papers presented to the Library by Professor Richard J. Anderson—*con.*

Anderson, R. J.—*continued.*

29.	,,	Apparatus to illustrate Crystal Forms. Phil. Mag. 1889.
30.	,,	Natural History Museum, Q. C., Galway. 1899.
31.	,,	Hydrology of Galway. Congress di Hydrologia. 1904.
32.	,,	Manus of Dugony. Journ. of Anatomy and Physiology, 1902.
33.	,,	Occipital Condyles in Certain Arctoids. Journ. Anat. 1901.
34.	,,	Muscular Action. Lisbon. 1906.
35.	,,	Chemical Stimuli on Muscle. Turin. 1907.
36.	,,	Flora of Connaught. Washington. 1905.

DUBLIN: Printed for His Majesty's Stationery Office,
By ALEX. THOM & CO. (Limited), 87, 88, & 89, Middle Abbey-street.

TWENTY-SIXTH REPORT

OF THE

ROYAL UNIVERSITY

OF

IRELAND

(FOR 1907).

Presented to Parliament by Command of His Majesty.

DUBLIN:

PRINTED FOR HIS MAJESTY'S STATIONERY OFFICE
BY ALEXANDER THOM & Co. (LIMITED), ABBEY-STREET.

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1908

[Cd. 4388.] *Price* 1½*d.*

No. 13218

DUBLIN CASTLE,
1st *July*, 1908.

GENTLEMEN,

I am directed by the Lord Lieutenant to acknowledge the receipt of your letter of the 26th ultimo, forwarding the Annual Report of the Royal University of Ireland for the year 1907.

I am,

Gentlemen,

Your obedient Servant,

(Signed), J. B. DOUGHERTY.

The Secretaries,
Royal University,
Dublin.

TWENTY-SIXTH REPORT

OF

THE ROYAL UNIVERSITY OF IRELAND.

TO HIS EXCELLENCY, JOHN CAMPBELL, EARL OF ABERDEEN, G.C.M.G., &c., &c.,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

THE ROYAL UNIVERSITY OF IRELAND,
March, 1908.

MAY IT PLEASE YOUR EXCELLENCY,

I have the honour to submit the Annual Report on the condition and progress of the University.

The total number of persons who entered for the various Examinations of the University during the year 1907, was 4,115; in the previous year it was 3,733.

The Appendixes to this Report contain Tables giving all important details connected with the Examinations held in 1907, for both male and female candidates. A Table is also given showing the Academic progress, in the various Faculties, made by Students matriculated in 1881 to 1906, inclusive.

There were three public meetings of the University in 1907. The first two were of a formal character, and were held on the 9th day of May and the 26th day of July, respectively, mainly for the purposes of conferring degrees on the candidates who had qualified therefor at the Medical Examinations held in the Spring, and at the Arts, Law and Engineering Examinations held in the Summer.

The third meeting of the University was held on the 1st day of November, to confer degrees on the Candidates who qualified therefor at the Autumn Examinations, and to declare the distinctions obtained by Candidates at the Honour Examinations.

Details of the proceedings at these meetings are given in Appendixes I. and II.

In conformity with the provisions of the Act of Parliament, 44 and 45 Vic., chap. 52, the accounts of the receipts and expenditure of the University, with the corresponding vouchers and other documents, are rendered quarterly to the Comptroller and Auditor-General, who submits an annual report and abstract to Parliament.

I have the honour to be

Your Excellency's faithful and obedient servant,

(Signed), CASTLETOWN OF UPPER OSSORY,

Chancellor.

APPENDIXES.

APPENDIX I.

DEGREES CONFERRED.

May 9th, 1907.

FACULTY OF MEDICINE.

Doctor of Medicine.

Bethune, Robert James.
O'Flynn, Michael Joseph.
Richards, Henry Edward Sutherland.

Master of Surgery.

Tivy, Cecil Brian Forsayeth

Bachelor of Medicine, Bachelor of Surgery, Bachelor of Obstetrics.

M'Allister, Victor Joseph.
Harvey, Charles Robert.
Hill, Rowland, B.A.
Slattery, Richard Vincent, B.A.
Kearney, John Joseph.
Sullivan, O'Connell.
Waters, John Patrick, B.A.
Barrett, James.
Beirne, John William.
Boyd, John Alexander.
Boylan, Daniel.
Campbell, George Ferris.
Costello, Joseph Mary Aloysius.
Donnelly, Nicholas Mary.
Dowling, Francis Thomas, B.A.
Fulton, Jane M'Cully.
M'Kee, William.
Mitchell, Charlotte Eleanor.
Murphy, Jerome Bernard, B.A.
Nunan, Joseph.
O'Hart, Patrick.

FACULTY OF ARTS.

Bachelor of Arts.

Longdon, Lewis.
Carroll, Andrew Joseph.

July 26th, 1907.

FACULTY OF LAW.

Doctor of Laws.

Diamond, Samuel James.
Hogan, John Francis Butler.
MacGarry, Charles James.

Bachelor of Laws.

Sheehy, Richard Joseph.
Mackey, John.

FACULTY OF ARTS.

Bachelor of Arts.

Birmingham, Michael Joseph.
Bowe, William Henry Lee.
Burke, Thomas Joseph.
Burnett, Jane Grieve.
Condy, John.
de Sainte-Claire, Arthur Percy Ebrington.
Farrell, Andrew.
Fox, John Augustine.
Gall, David Mitchell.
Gater, George Hescroff.
Hunter, William James.
Kelly, William.
King, Charles Stuart.
Kyle, John.
Lynn, Janet Johnstone.
M'Ateer, Elizabeth.
Macaulay, James Patrick.
M'Caughey, Jemima.
M'Master, Elizabeth Kelsall.
May, Thomas.
Peacock, Daniel Barr.
Pengelly, Edward John.
Rainey, Annie Jane.
Richardson, John Joseph.
Robertson, William Thomas.
Rutledge, George.
Stewart, Ellie.
Suffern, Dora Elizabeth.

SCHOOL OF ENGINEERING.

Bachelor of Engineering.

Sloan, James Zeno.
Tobin, Joseph Edward, B.A.
Waddell, Samuel John.

APPENDIX II.

Twenty-sixth Annual Meeting of the Royal University of Ireland.

November 1st, 1907.

The Chancellor of the University, the Right Hon. Lord Castletown of Upper Ossory, presided.

The following was the Chancellor's Address :—

My Lords, Ladies and Gentlemen,

Though we have to chronicle the sad fact that some have passed away from among our Senate this year, we have not to deplore the great losses we had sustained when last I addressed you. Still, though we have not to grieve over the death of two such men as our late Vice-Chancellor, Monsignor Molloy and The O'Conor Don, men whose fame and name had gone forth beyond the limits of our islands, we have to mourn for one who, as a Senator had endeared himself to all his colleagues and as a commercial man and financial authority, was of the highest reputation. I refer to the late Charles Martin. He was a man who did most valuable and useful work in his native country. He had filled one office of importance and trust one after another. He was a Governor of the Bank of Ireland, a Commissioner of Irish Lights, and a member of the Local Marine Board. How deep an interest he took in the welfare and housing of the Working Classes of this City is known to all, and he was also on the Board of many of the great Charitable Organisations of Dublin. He will be much missed by all who knew his kindness of disposition, and by all whom he had worked with for the welfare of his native City. The University has also sustained a great loss in the sudden removal by death of Professor Thomas W. Dougan when he appeared to be in the enjoyment of vigorous health and in the full maturity of his intellectual powers. Mr. Dougan had been connected with the University for upwards of eighteen years, first as examiner in Ancient Classics and afterwards as Fellow. He had been appointed to the Professorship of Latin in Queen's College, Belfast, in 1882, after being in succession Fellow of Owen's College, Manchester, and St. John's College, Cambridge. The high reputation for accurate scholarship with which he came to Ireland was increased by the publication, in 1883, of his edition of the Sixth Book of Thucydides. Two years ago the Cambridge University published the first instalment of his long-projected work on the Tusculan Disputations of Cicero, which embodied the results of years of investigation of original manuscripts and of his lectures to his students. It is gratifying to know that the second instalment, which completes the work, has been well advanced, and is likely, through the help of some of his old students, to be given to the world before long. Honorary Degrees will be conferred on two distinguished Presidents, Dr. Windle, of Queen's College, Cork, and Right Rev. Monsignor Mannix, of St. Patrick's College, Maynooth, who are Members of the Senate and of the Standing Committee, and are unremitting in their attention to the work of the University. An Honorary Degree will also be conferred on Sir Otto Jaffe, J.P. Sir Otto Jaffe has long taken a prominent part in the affairs of Belfast. He has been twice Lord Mayor, and once High Sheriff of the City. In recognition of his services the honour of Knighthood was conferred upon him in the year 1900. He is a Fellow of the Royal Astronomical Society and President of the Belfast Natural History and Philosophical Society. He is deeply concerned for the advancement of Irish Primary Education, and especially for the improvement of the schoolhouse. As an example of what could be, and

in his opinion ought to be done, he has this year erected, at his own cost, a National schoolhouse in Belfast, which is a model of what such a building should be. He was one of the pioneers in the promotion of Technical Education in Belfast, long before the establishment of the Department in Dublin. He has served as Chairman of the Technical Education Committee of the Corporation, and is a Member of the Board of Technical Instruction, Dublin. His services to the cause of higher education have been still more conspicuous. He is a past Vice-President of the Belfast Society for the Extension of University Teaching, and he was one of the Founders of the Fund for the Better Equipment of Queen's College, Belfast, and of this scheme he is a very munificent supporter. On Mr. William H. Grattan Flood an Honorary Degree will be conferred in consideration of his valuable Musical Compositions, his contributions to Irish Periodic Literature, and especially on account of his "History of Irish Music," and his "History of the Harp." As an old personal friend I have much pleasure in announcing this degree, and I am well aware of the service Mr. Grattan Flood has rendered to the musical literature and life of Ireland. Junior Fellowship in Irish, value £200 a year for four years, awarded to Osborn J. Bergin, B.A., Lecturer on Celtic in Queen's College, Cork. A Special Prize of £50 awarded to Tomas O'Maille, B.A., University College, Dublin, and University of Manchester. Mr. Bergin has recently been appointed to the vacancy created in the School of Irish Learning by the death of Professor Strachan. I offer him my heartiest congratulations, and, equipped as he is with the best that the Celtic researches of Germany and Ireland can supply, I have no doubt he will prove himself to be a worthy successor of the great scholar whose place he has been chosen to fill. Studentships, value £100 a year for three years—(1) In Ancient Classics—Richard Scandrett, M.A., Queen's College, Belfast; (2) In Mental Science—James Stevenson, B.A., Queen's College, Belfast; (3) In History and Political Science—James Anderson, B.A., Queen's College, Belfast, and Magee College, Londonderry; (4) In Mathematical Science—James Riddell, B.A., Private Study. Gold Medal at the M.D. Degree Examination—William J. Wilson, B.A., Queen's College, Belfast. Browne Gold Medal, value £10, for colloquial knowledge of French and German—Jane Kissane, University College, and Loreto College, St. Stephen's-green, Dublin. Browne Prize, £5, for colloquial knowledge of French and German—Margaret M. O'Sullivan, University College, and St. Mary's University College, Eccles-street Dublin. Gold Medal for distinguished answering at M.A. Degree Examination awarded to:—Miss Florence B. Adamson, B.A., of the University of Lausanne. Coyne Memorial Scholarship awarded to:—Matthew Connolly, M.A., for the best essay on "The History of the Woollen Industry in Ireland, with an account of its recent expansion." It is gratifying to be able to state that each of the three Essays submitted exhibited very skilful and painstaking research, and the Trustees of the Fund may feel fully satisfied with the result of the first offer of the Scholarship. It is fitting that, on these occasions, special note should be taken of exceptional work done by our graduates outside the University. I referred last year to the noteworthy researches of Dr. M'Clelland on the Physical side, and to those of Mr. Boeken on the Industrial side. To-day it is a special pleasure to me to be able to claim as a distinguished graduate of our University, a gentleman whose work, given to the world only a few weeks ago, has placed him at a bound in the front rank of living dramatists. I allude to the gentleman who elects to be known as "Anthony P. Wharton," whose play, "Irene Wycherley," has gained such golden opinions from the London Press. I offer Mr. Wharton warm congratulations, both for myself and for the University, and, judging from the phenomenal success of his first effort, I feel confident that there is a great and successful future in store for him. We have all heard with interest that the British Association for the Advancement of Science is to visit Dublin next September, and the Senate has unanimously agreed to place at

the disposal of the Association the halls and laboratories of the University, and to give every assistance in its power to make the visit to Dublin a complete success. It is now close on thirty years since the Association was last with us. Great changes have taken place amongst us in Ireland in the interval, some for the better, some, alas, for the worse. But there has been no change in the strong desire of our people for all that leads to light in Science and Art and the British Association may feel sure of a welcome from all classes worthy the Island of Saints and of Scholars. And here is, perhaps, the most suitable place to draw attention to an extremely interesting work, "The Story of Dublin," published by one of our graduates, David Chart, M.A. It is full of research, and I would suggest to those who may have to prepare a Visitor's Guide for the British Association that it provides a valuable storehouse of available material. When great changes are supposed to be imminent in our University System, it would not become me to advert to what is, we hope, in prospect, but I should like to say a few words with a view of dismissing, I trust for ever, the ideas that have seemed to have been flitting about in men's minds that our Royal University has not been progressive, active and energetic. I think I can safely say it has been all three. I will quote a few figures to prove my contention, and I will end with the calling of your attention to a further increase in candidates. The number of candidates for examination when the University started in 1881-2 was 1,898. From year to year the numbers increased, though some times there was a slight falling off. But, in 1902, the progress was accentuated and from that date to 1907 the numbers have increased largely. The figures are: 1902, 2,894; 1903, 3,019; 1904, 3,267; 1905, 3,474; 1906, 3,733; 1907, this year, 4,115. This shows an increase of 50 per cent. during past five years. These facts prove that University Education, even if, as now, not of the most perfect kind, is popular and is necessary to Ireland. Last year we were told in the Speech from the Throne that the question of University Education would be dealt with. I fancy we shall see the same statement again next year, and I feel that it will be no uncertain offer, no unreal effort. I believe a scheme that can be carried out with effect, and value will be proffered to the country. I know how absolutely necessary it is for Ireland to have the best form of University Education. I know that men who wish well, and honestly, for the welfare of our land and for the creation of the best type of higher education, will present and promote this scheme, and I would, therefore, venture to implore all parties and sections to lay aside political, religious or other jealousies, and, even if they cannot accept the proposal as an ideal solution, let them take it as a valuable instalment and a long step towards the class of University Education we all desire for the youth of this country. Nothing is so easy as to dogmatise on what type is necessary. Nothing is so hard as to produce the whole system that will meet the very often hypercritical views of those who dogmatise. We want for Ireland a scheme of University Education which should, to my mind, embody certain cardinal factors. 1st—The religious desires of those who fear violent secular intervention should be absolutely safeguarded. 2nd—As much emulation as possible among students from different Universities should be encouraged. Emulation is the fire of education and the best impetus to intellectual contests. 3rd—Residential and teaching and examining Universities should go as much as possible hand-in-hand. The youth of a Nation should have the means of mixing together in free intercourse while working at their studies. 4th—Propinquity to their native districts and cheapness of living are also essentials to young men coming from a poor country, such as, I regret to say, our island still remains. 5th—I go further, and say that every effort should be made to provide work for those who have gone through the curriculum of any Irish University. Nothing, as I said last year, is to my mind so dangerous to the whole body politic, "as a large number of young men partially edu-"cated, but highly intelligent, with active aspirations for work in

"their several professions, which cannot be satisfied." By the scheme that I hope may be in view, I think this danger may be much diminished. By its means, many men of different creeds and politics mixing together, and yet in friendly rivalry of each other, highly taught and prepared for life's journey, will, I hope, pass onward much more rapidly in to their respective professions, and the country will benefit immensely by the wider views of her alumni. On all sides I hear the demand for an improved system of University Education. Not even the most hardened enemies of this country can or will resist this demand if backed, as I hope and trust it will be, by the unanimous wish of all parties and all sections in Ireland. I should like to point out to those who are coming up for degrees to-day how much of their country's welfare must rest in their hands. They are the picked men and women who have succeeded intellectually. With them and within their intellectual life must rest, to a great extent, the future of their native land. Many, no doubt, may leave those shores with the object of preferment, but they remain, in spite of their departure, to other lands, the best types Ireland can send out, and in their hands rests the honour and fair fame of our country. To those who remain at home a heavier burden is given. They must try to keep alive the light of learning here. They must perhaps go through much drudgery in their preliminary work. They have, more than those who leave us, to remember the debt they owe to mother land, for thousands of their countrymen will look to them, as intellectual leaders, for example, precept and guidance. I have been reading lately some of Emerson's Essays, and especially a very striking oration he made to "The American Scholar." There are several sentences in that oration well worthy of our attention. He refers to the easiness in which man becomes a creature of habit, and he says, "In this distribution of "functions the scholar is the delegated intellect. In the right state "he is the 'Man Thinking'." "In this view of him, as Man Think-"ing, the theory of his office is contained. Him nature solicits with "all her placid, all her monitory pictures; him the past instructs; "him the future invites. Is not, indeed, every man a student, and do "not all things exist for the student's behoof? And, finally, is not the "true scholar the only true master? But the old oracle said, 'All things "have two handles, beware of the wrong one.' In life, too often, the "scholar errs with mankind and forfeits his privilege." In Ireland, and I think nowhere else, do we come so close to Nature. Nowhere can we learn more from that beautiful mother. Let us all who are learning and profiting by what is taught in science, art and literature, remember that before them all Nature was, and that all springs from this wonderful matrix, and that this knowledge can alone be grasped by what the philosopher calls "The Man Thinking." Then Emerson speaks of books and their value:—"Books are the best of things, well "used; abused, among the worst. What is the right use? What is "the one end which all men go to effect? They are for nothing but to "inspire. I had better never see a book than to be warped by its "attraction clean out of my own orbit and made a satelite instead of "a system. The one thing in the world, of value, is the active soul." Nothing can be more accurate than this description of the value of reading. It rests with the being who reads to take the full value from the volume, to balance the teaching given, and to sum up the deductions he has made. Again Emerson touches upon other subjects, history and science, and he says so truly:—"Of course there is a portion of reading "quite indispensable to a wise man. History and exact science he "must learn by laborious reading. Colleges, in like manner, have "their indispensable office—to teach elements. But they can only "highly serve us, when they aim not to drill, but to create; when they "gather from afar every ray of various genius to their hospitable halls, "and, by the concentrated fires, set the hearts of their youth on flame." He then refers to the duties of the learned scholar. They are such as become the "Man Thinking." "The office of the Scholar is to cheer,

to raise, to guide men by showing them facts amidst appearances." And he tells the Scholar of the consolation to be received from his work. "He is to find consolation in exercising the highest functions of human "nature. He is one who raises himself from private considerations, "and breathes and lives on public and illustrious thoughts. He is the "world's eye. He is the world's heart. He is to resist the vulgar "prosperity that retrogrades ever to barbarism, by preserving and "communicating heroic sentiments, noble biographies, melodious verse, "and the conclusions of history. Whatsoever oracles the human heart, "in all emergencies, in all solemn hours, has uttered as its commentary "on the world of actions—these he shall receive and impart. And "whatsoever new verdict Reason from her inviolable seat pronounces "on the passing men and events of to-day—this he shall hear and promulgate." Then how vividly he deals with "Self-Trust." How, in a few words, he paints the man who is a true scholar, independent and determined to carry out his life's work in this world. He ends in a magnificent passage, of which I will quote a few words. "In Self-Trust, "all the virtues are comprehended. Free should the scholar be—free "and brave. Free even to the definition of freedom—without any "hindrance that does not arise out of his own constitution. Brave; "for fear is a thing which a scholar by his very function puts behind "him. Fear always springs from ignorance." Surely we have set before us here a splendid text from which to speak, and a glorious idea of scholarship to follow. We have Nature as our trainer; books as our guides and friends; history, science, art, as our handmaids, and self-trust, independence, duty as the mainsprings of our action and our being. Our beloved country has been for many generations, I may say for centuries, enveloped, as it were, in great clouds of sorrow and despair. Day by day those clouds are lifting. Politically, great changes have occurred within the last twenty years; socially, great advances have been made. Intellectually, notwithstanding the disadvantages we still suffer from, Ireland is slowly but surely forging upwards and onwards. Every day a new advance is made in one part or another towards greater prosperity and stability. All that we must still deplore is the departure of the young and able from our shores. The words I have quoted as to duty may perhaps have some effect in even staying that source of sorrow. It is the duty of the young Irishman and woman to stay and assist and aid his country. It may sound cheerier and brighter to go gaily off to the States or elsewhere, but it is the duty of every man and woman to remain if they can. The brains and the sinews of every one in Ireland are needed at this juncture to help the motherland. The wild theories of the present day are unsettling the minds of many and driving them into excesses foreign to their nature, or else pushing them to leave their native land because they think life easier and more attractive elsewhere. The false note is continually being harped upon that teaches men to rely on the State rather than upon their own energies. The proper education of the young should, on the contrary, strengthen the individual and cement by the knowledge it imparts of history and the past, the perfect ties that bind together family life. I have intense belief in the individualism of our race and in their love of the sacred bond of family affection. Infuse those attributes with high aims and the most useful mental training, and you will produce the best type of citizen. Others, and smaller nations than ours, are making their sacrifices to the call of duty and Motherland. Belgium, Bohemia, Hungary, are all asking their youth to remain and help at home. There is work for all in Ireland if we only set to our task with self-trust, with patience, and a keen sense of duty. The intellectual flame that is kindled here will, I hope and pray, fire those I see to-day with this devotion to Ireland. Irish Colleges, Irish Professors, Irish Thinking Men, have given you of their best. Give back to them and your country the best you have in intellect and education, and remember no man or woman who has served God or country well and truly, has served or lived in vain.

Sir James Creed Meredith, one of the Secretaries of the University, read the list of successful candidates for Degrees, and the persons named were presented by Dr. Joseph M'Grath, the other Secretary, to the Chancellor, who admitted them to their respective Degrees.

LL.D. DEGREE *Honoris Causa.*

Windle, Bertram Coghill Alan, M.A., M.D., D.SC.
Mannix, Rt. Rev. Monsignor Daniel
Jaffe, Sir Otto.

D.MUS. DEGREE, *Honoris Causa.*

Flood, William Henry Grattan.

FACULTY OF LAW.

Bachelor of Laws.

Morrissey, Thomas Joseph, B.A.

FACULTY OF MEDICINE.

Doctor of Medicine.

Barry, Thomas.
Chambers, Robert, LL.B.
Coates, Foster, B.A.
Maguire, William Joseph, B.A.
Slattery, James Beary.
Steen, Robert.
Wilson, William James, B.A.

Bachelor of Medicine, Bachelor of Surgery, Bachelor of Obstetrics.

Prentiss, Herbert Howard.
Shorten, James Alfred, B.A.
Sheehan, Daniel Thomas.
Holmes, Thomas Sydney Shaw.
Lapsley, James Burne.
Lynham, John Ernest Albert, B.A
O'Kelly, William Declan.
Shaw, James.
Stevenson, Alexander Leslie.
Barrett, Joseph Herbert Patrick Boyd.
Brooke, Edwin Basil.
Caldwell, Matthew Fitzjames.
Calwell, Gault.
Carson, William Frederick Arthur.
Cox, Robert, B.A.
Dewar, James.
Donovan, Michael French, B.A.
Flood, James Joseph.
Harding, Charles Edward Litton.
Hickey, John James.
Horgan, James.
Horgan, James Bowring.
Hughes, John.
Keane, Francis.
Kerlin, Joseph Philip.
Kirwan, Richard Robert.
M'Allen, Thomas John.
M'Combe, John Smith.
M'Cready, Wiclif.
MacMahon, Augustine Patrick.
O'Reilly, John Joseph.
O'Sullivan, Christopher Francis Xavier.
Sinclair, James.
Swertz, Hans Conrad.

FACULTY OF SCIENCE.

Bachelor of Science.

Donnelly, Arthur Joseph, M.A.
Harbinson, Charles Howden, B.A.

FACULTY OF ARTS.

Doctor of Philosophy.

Stewart, Herbert Leslie, M.A.

Master of Arts.

Adamson, Florence Bell.
Stevenson, James.
Anderson, James.
Riddell, James.
Thompson, Frances Louise.
Smiddy, Timothy.
Dillon, Thomas Patrick.
Butler, James Bayley.
Agnew, Robert.
Burke, Mary Catherine.
Butler, Elenor.
Kelly, Miriam Roche.
Kennedy, Annie Jane.
Moore, Annie.
O'Donnell, John Patrick.
Townsend, Henry.

Bachelor of Arts.

Murphy, Jeremiah Mathias (Sch.)
Mangan, Timothy Aloysius (Sch.)
Jamison, Edith Rhoda Lloyd.
Beard, Marian Gertrude (Sch.)
Kissane, Jane.
Orr, William Robert Macaulay.
O'Toole, Patrick Albert.
Power, Michael (Sch.)
Patton, Thomas Watters.
Rahilly, Alfred Joseph (Sch.)
Shaw, William Lindsay.
Dowling, John Joseph.
Leaper, Joseph Michael Farady.
O'Connor, James Malachy.
Thomson, William Willis Dalzell.
Mangan, Joseph.
M'Carrick, Martin.
M'Caffrey, Francis Patrick (Sch.)
Picken, Andrew.
O'Sullivan, Margaret Mary.
Anderson, Mary Maud.
M'Carvill, Mary.
Lyne, Agnes Mary.
Murphy, Kate (Sch.)
Croly, James Daniel.
Connolly Mary Elizabeth.
Casserley, Dorothea Elizabeth.
Flanagan, William Patrick.
Flynn, Raymond Michael.
O'Byrne, John.
Kelly, Lawrence Francis.
M'Fadden, James Weir.
Lusk, William Brown.
Redmond, William Aloysius.
Molony, Henry Patrick.
Healy, Maurice.
Bonynge, Francis William.
Acheson, Grace Isabella (Sch.)
M'Adam, William Rea.
Brady, James Joseph.
O'Connor, William Henry.
Snelgrove, Louis Edward.
Rea, Florence Williamson.
Ryan, Peter John.
MacWilliam, Henry Herbert.
Alcorn, Elizabeth Chambers.
Anderson, Mary Elizabeth Graham.
Barrett, Richard Christopher.
Beath, Robert Maitland.
Beston, John Albert.
Black, Patrick.
Bowman, John Gardiner.
Brady, Kevin Richard.
Bright, Edna Jane.
Browne, Sidney Lurton.
Bruce, Annie Jane.
Byrne, John Leo.
Casey, Timothy Stanislaus (Sch.)
Christie, Annie Madeline.
Clarke, Kate.
Clenaghan, James Patrick.
Cohalan, Mary.
Colly, Alice Mary.
Connaghten, Mary.
Connolly, Patrick Joseph.
Conway, John Edward.
Courtney, Timothy.
Creagh, Bartholomew.
Creedon, Michael Jeremiah.
Dardis, James John.
Davidson, William Dods.
Deeney, Daniel.
Devine, Michael.
Doherty, Michael William.
Doyle, Thomas James.
Dunlea, Elizabeth Gertrude.
Farrell, Thomas Joseph.
Ferguson, Samuel James Francis.
Flanagan, Richard Joseph.
Flanagan, Thomas.
Flynn, Denis.
Flynn, Sara.
Forhan, Eugene.
Foster, Gertrude Edith.
Franklin, Michael.
Fullerton, Meta Kathleen.
Galvin, Matthew.
Gaul, Henry.
Gibbons, Anna Agnes.
Gilmartin, Daniel.
Given, George Kilpatrick (Sch.)
Graham, Hugh.

Bachelor of Arts—continued.

Green, William.
Guest, George Charles.
Haire, Thomas Anderson.
Hamill, John.
Hamill, John M'Farland.
Hamilton, William.
Harbinson, Stewart Clark.
Harbison, John Henry.
Heaney, James.
Herlihy, William John.
Hodgson, Sadie.
Hoey, John.
Holland, Jeremiah Patrick.
Jamison, Annie Helena Muriel.
Jennett, Robert William.
Johnson, John James Benjamin.
Keady, Patrick Joseph.
Kelleher, Andrew.
Kelly, Agnes.
Kelly, Edith.
Kelly, Patrick.
Kilpatrick, Henrietta Letitia.
Knowles, John.
Lane, Aeneas.
Lane, William Augustine.
LeBoeuf, Frederick.
Lynch, Francis.
Lyons, Patrick Joseph.
Lythgoe, William Bullen.
M'Alister, John Mitchell.
Macbeth, William James Guy.
M'Callum, John Dunwoodie Martin.
M'Carthy, Kathleen.
M'Connell, William James.
M'Dermott, Michael Joseph.
M'Donald, Thomas.
M'Iver, Elizabeth Sands.
M'Kee, John.
M'Kee, John Strahan.
M'Keever, Annie.
M'Quitty, John Montgomery.
M'Swiney, Patrick John.
M'Swiney, Terence James.
Madill, Esther Moorhead.
Magner, Catherine.
Marshall, Robert Lyons.
Mayne, Kenneth Otway.
Meagher, Dominick Edward.
Meissner, John Ludwig Gough.
Mitchell, Joseph Patrick.
Mitchell, William.
Mockler, Charlotte Mary.
Moore, Emma May Howard.
Mullins, William.
Murphy, John Francis.
Nolan, John Joseph.
O'Brien, Francis Cruise.
O'Byrne, James Joseph.
O'Connor, James Joseph.
O'Connor, John Patrick Joseph.
O'Connor, Joseph.
O'Donnell, Thomas.
O'Donoghue, Catherine Alice Mary Bernadette.
O'Keeffe, Thomas.
O'Mahony, Ellen.
O'Neill, Patrick.
O'Reilly, John.
O'Sullivan, John Joseph.
O'Sullivan, Richard Moran.
Powis, Richard John.
Rafter, Paul Joseph.
Rankin, Thomas James Kinnear.
Ryan, Bridget.
Ryan, Deborah Mary.
Sayles, Charles Philip.
Scannell, Patrick Joseph.
Seymour, James Scandrett.
Sides, Mary.
Sweeney, Francis.
Trainor, Eugene.
Tuckett, William John.
Walker, Ethel Jane.
Wall, John Richard.
Walsh, Patrick.
Waring, Richard Sephton.
Wilson, William Oliver.

DIPLOMA IN TEACHING.

Bowman, Thomas Francis, B.A.

SCHOOL OF ENGINEERING.

Bachelor of Engineering.

Oram, Arthur.
Arbuthnot, Clifford William Ernest, B.A.
Green, William.
Ingram, John.
Jones, Howard Augustus.
Julian, Julian.
Ridge, Arthur, B.A.
Wilson, John.

DIPLOMA IN ENGINEERING.

Sinton Victor Walter.

APPENDIX III.

TABLE showing progress in University Courses, to end of 1907, by Students Matriculated in the years 1881–1906 inclusive.

—		1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905	1906.
Passed First Arts Examination only.		34	42	70	55	55	92	66	81	76	99	104	76	75	56	74	106	90	120	85	112	101	110	141	158	208	419
Proceeded in the Faculty of Arts only.	Second Arts.	41	44	62	56	47	45	57	58	61	82	67	73	70	69	61	67	72	77	68	57	71	87	119	129	210	–
	B.A.	72	83	107	101	109	82	102	108	105	100	122	129	135	111	121	131	107	131	145	100	98	112	107	76	–	–
	B.A. & Second in Agriculture.	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.A.,	11	27	18	17	16	15	13	17	14	15	20	11	10	6	12	12	12	10	8	12	3	5	1	–	–	–
	,, and B.Sc.,	–	–	–	–	–		–	–	–	–	–	–	1	1	1	–	–	–	1	–	–	1	–			–
	,, and D.Sc.,	–		–	–	–		–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	,, and D.Ph.,	–	–	–	–	–		–	–	–	–	1	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–
	B.Sc.,	–	–	–	–	–		2		–	–	–	–	1	1	–		1	1		–	–	–	–	–	–	–
Proceeded in the Faculty of Law.	First Law,	–	1	2	1	3	2	1	1	4	3	2	–	4	1	1	–	3	–	1	1	–	1	2		–	–
	First Law and M.A.,	–	2	1	–	–		1	–	1	2	–	–	1	–		1		1		–	–	1	–		–	–
	LL.B.,	1	2	6	6	7	7	7	5	6	11	3	1	3	4	3	2	2	2	5	–	–	–	–	–	–	–
	LL.B. and M.A.,		–	2	–	–	2	1	1	3	2	–	–	1	1	–	–	–		–	–	–	–	–	–	–	–
	LL.D.,	6	8	7	6	6	5	–	1	1	5	2	–	–	–	2	3	1	–	–	–	–	–	–	–	–	–
	LL.D. and M.A.,	1	0	2	2	1	1	–	–	–	2	1	–	–	–	–		1	–	–	–	–	–	–	–	–	–
Proceeded in the Faculty of Medicine only.	First Medical.	11	15	15	10	17	12	5	9	10	5	11	3	3	3	4	3	4	–	3	6	4	10	20	23	41	7
	Second ,,	3	8	8	7	6	3	7	6	7	5	4	4	3	2	1	3	1	11	1	8	12	13	19	18	–	–
	Third ,,	2	1	1	8	3	5	5	2	3	6	3	2	3	2	5	6	7	9	9	14	26	28	30	1	–	–
	M.B.,	3	1	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.B., B.Ch., and B.A.O.,	6	25	44	29	26	23	27	31	30	52	27	17	21	20	22	21	28	27	23	21	16	4	–	–	–	–
	M.B and M.Ch.,	4	6	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.B., M.Ch., and B.A.O.,	4	1	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–
	M.B., M.Ch., and M.A.O.,	3	3	1	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.D., B.Ch., and B.A.O.,	–	2	6	5	5	3	6	2	1	2	3	3	3	3	3	–	1	1	–	–	–	–	–	–	–	–
	M.D., B.Ch., M.A.O.,	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.D. and M.Ch.,	1	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.D., M.Ch. and B.A.O.,	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.D., M.Ch. and M.A.O.,	–	1	1	–	–		–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Proceeded in the Faculty of Engineering only.	First Engineering,	2	1	–	3	4	1	2	–	2	1	2	–	1		–	2	1	2	2	2	2	5	5	5	6	1
	Second ,,	–	–	–	–	–		–	–	–	–	–	–	–	1	–		–	1	–	2	–	1	1	3	1	–
	B.E. ,,	–	1	–	–	1	2	–	1	1	1	–	2	3	1	1	2	2	2	4	5	3	2	2	–	–	–

TABLE showing progress in University Courses, to end of 1907, by Students Matriculated in the years 1881–1906 inclusive—*continued.*

		1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.
Proceeded in the Faculty of Music only	First Mus.	–	–	1	–	1	1	1	–	1	–	1	1	1	1	–	1	2	–	–	–	1	1	–	–	–	–
	B. Mus.,	–	–	–	–	1	–	–	2	1	3	–	1	5	1	–	2	1	1	1	–	–	–	–	–	–	–
	First Medical and Second Arts,	4	1	2	4	2	3	–	–	1	1	1	3	–	–	1	–	1	1	1	1	1	4	4	8	10	–
	" " B.A.,	3	2	1	–	2	1	–	1	1	–	1	–	–	–	–	–	–	–	–	–	–	1	2	–	–	–
	" " M.A.,	1	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	2	–	1	–	–	–	–
	" " M.A. and D.Sc.	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	" " First Law,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	" " LL.D.,	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Second " Second Arts,	1	1	1	2	1	–	–	–	2	–	1	3	1	–	1	1	–	2	2	–	–	6	3	13	2	–
	" " B.A.,	1	1	1	1	2	1	1	–	–	–	–	1	–	–	1	–	–	1	–	–	1	1	5	1	–	–
	" " M.A.,	–	–	–	1	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	" " M.A. and B.Sc.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	" " " and First Music,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Third " Second Arts,	–	1	–	–	–	1	1	1	–	–	1	1	–	–	2	–	4	4	1	2	4	5	4	3	–	–
	" " B.A.,	–	–	–	–	1	–	–	–	–	2	1	–	1	–	1	–	2	4	3	2	3	6	3	–	–	–
	" " " and First Engineering,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–
	" " B.Sc.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–
	" " M.A.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	" " M.A. and First Music,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	" " M.A., B.E., &D.Sc. and LL.B.,	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Proceeded in the Faculties of Arts and Medicine.	M.B., B.Ch., and B.A.O., and Second Arts,	–	2	12	7	12	8	9	5	4	9	10	8	15	13	15	14	8	9	8	7	3	–	1	–	–	–
	M.B., B.Ch., and B.A.O., and B.A.,	–	13	6	10	7	10	5	7	6	5	5	6	3	6	6	5	2	4	5	4	1	–	–	–	–	–
	M.B., B.Ch. B.A.O., B.A., and First Engineering,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–
	M.B., B.Ch., B.A.O., and M.A.,	1	3	1	2	1	3	–	–	2	2	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.B., B.Ch., B.A.O., M.A., and First Law,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.B., B.Ch., B.A.O., M.A., and First Music,	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.B., B.Ch., B.A.O., M.A., and B.Sc.,	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.B., B.Ch., M.A.O., and B.A.,	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.B. and M.Ch. and Second Arts,	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.B., M.Ch. and B.A.O., and B.A.,	1	–	2	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–
	M.B., M.Ch., and M.A.O., and Second Arts,	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.B., M.Ch., and M.A.O., and B.A.,	–	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.D., B.Ch., and B.A.O., and Second Arts,	–	–	1	–	1	1	2	1	1	1	1	2	–	1	1	–	1	1	–		–	–	–	–	–	–
	M.D., B.Ch., B.A.O., and B.A.,	–	2	4	1	1	–	3	–	2	1	–	–	–	1	4	1	1	1	–		–	–	–	–	–	–
	M.D., B.Ch., B.A.O., B.A. and First Engineering	–	–	–		–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.D., B.Ch., B.A.O., and M.A.,	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.D., B.Ch., B.A.O., M.A., and First Law,	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.D., B.Ch., B.A.O., M.A., and LL.B,	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.D., M.Ch., B.A.O., and B.A.,	1	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	M.D., M.Ch., and M.A.O., and M.A.,	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

TABLE showing progress in University Courses, to end of 1907, by Students Matriculated in the years 1881–1906 inclusive—*continued.*

—	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902	1903.	1904.	1905.	1906.
Proceeded in the Faculties of Arts and Engineering. — First Engineering and Second Arts,	–	–	–	2	1	–	1		–	3	–	1	–	1	–	–	–	–	1	–	1	1	1	7	4	–
" " Second Arts and First Medical.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–
" " B.A.,	1	1	1	1	–	1	1	–	1	–	1	–	–	–	–	–	–	1	–	1	–	1	–	1	–	–
" " M.A.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1	–	–	–	–	–	–	–	–
Second " Second Arts,	–	–	–	–	–	1	1	–	3	1	1	–	–	1	–	2	–	–	–	1	–	1	3	6	1	–
" " B.A.,	–	–	–	–	–	–	1	2	–	2	1	–	–	–	1	2	–	–	–	–	1	3	2	2	–	–
" " M.A.,	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–
" " M.A., and B.Sc.,	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
B.E. and Second Arts,	–	–	2	1	1	2	2	5	–	–	3	3	2	2	–	3	2	2	–	1	2	1	1	1	–	–
" B.A.,	2	3	6	8	6	2	3	5	9	1	2	6	6	5	4	4	6	6	3	2	2	4	2	–	–	–
B.E. and M.A.,	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–
" " " and D.Sc.,	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
Proceeded in the Faculties of Law and Engineering. — LL.B. and B.E.,	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Proceeded in the Faculties of Arts and Music. — First Music and Second Arts,	–	–	1	–	–	–	1	–	–	–	1	1	1	–	–	–	–	–	–	–	–	–	2	–	–	–
" " B.A.,	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–
" " M.A.,	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–
B.Mus. and Second Arts,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
" " B.A.,	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–
" " First Law,	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
D.Mus., " B.A.,	–	–	1	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–
Diploma in Agriculture only,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	225	315	400	348	346	338	339	355	361	426	405	360	374	317	349	398	363	435	382	366	360	416	481	455	483	427
Passed no further Examination since Matriculation.	283	175	211	189	193	189	243	252	218	295	315	291	305	177	234	306	295	314	298	322	324	264	323	335	464	621
Total Number Matriculated,	508	490	611	537	539	527	582	607	579	721	720	651	679	494	583	704	658	749	680	688	684	680	804	790	947	1,048

APPENDIX IV.

DETAILS of EXAMINATIONS, 1907.

	NAME OF EXAMINATION.	Entered.	Absent.	Retired.	Rejected.	Passed.
Spring.	Second Medical,	70	5	2	29	34
	Third Medical,	69	5	1	30	33
	Medical Degrees,	40	–	–	19	21
	M.D.,	5	–	–	2	3
	M.Ch.,	1	–	–	–	1
	M.A.O.,	–	–	–	–	–
Summer.	First Medical,	93	4	6	25	58
	Diploma in Public Health,	1	–	–	1	–
	Matriculation,	1,127	21	6	420	680
	First University,	693	11	1	253	428
	Second University,	513	11	1	123	378
	B.A. (Pass),	179	10	3	68	98
	First Law,	14	4	–	2	8
	LL.B.,	6	–	–	2	4
	LL.D.,	3	–	–	–	3
	First Engineering,	39	3	–	9	27
	Second Engineering,	37	–	2	18	17
	B.E.,	16	2	–	3	11
	Diploma in Engineering,	1	–	–	–	1
	Preliminary in Agriculture,	–	–	–	–	–
Autumn.	Matriculation,	461	29	5	208	219
	First University,	274	12	5	140	117
	B.A. (Honours),	157	6	1	38	112
	M.A.,	30	1	–	12	17
	D.Ph.,	3	2	–	–	1
	B.Sc.,	2	–	–	–	2
	D.Sc.,	1	–	–	1	–
	Diploma in Teaching,	1	–	–	–	1
	First Medical,	56	2	4	31	19
	Second Medical,	79	5	1	37	36
	Third Medical,	74	7	2	23	42
	Medical Degrees,	58	1	1	22	34
	M.D.,	10	1	–	2	7
	M.Ch.,	1	–	1	–	–
	Diploma in Mental Diseases,	–	–	–	–	–
	First Music,	–	–	–	–	–
	B. Mus.,	1	–	–	1	–
	Preliminary in Agriculture,	–	–	–	–	–
	Diploma ,,	–	–	–	–	–
	Total,	4,115	142	42	1,519	2,412
	Number of Students registered as Matriculated Students of this University upon Results of Senior Grade Examinations of the Intermediate Education Board for Ireland,					37

APPENDIX V.

Male Students, 1907.

Name of Examination.	Examined.	Rejected.	Passed.	Number who obtained Honours.	Distribution of the Honours among the different Subjects of the Examination.
Matriculation Examination (Summer)	802	307	495	—	
First University Examination (Summer).	536	188	348	57	Latin, Greek, English, Mathematics, 1 Latin, French, Mathematics, Natural Philosophy, 1 Latin, Greek, English, 4 Latin, Greek, Mathematics, 2 Greek, English, Natural Philosophy, 1 French, Mathematics, Natural Philosophy, 1 German, Mathematics, Natural Philosophy, 1 English, Mathematics, Natural Philosophy, 1 Latin, Greek, 4 Latin, French, 2 Latin, Irish, 1 French, Natural Philosophy, 1 Irish, English, 1 Mathematics, Natural Philosophy, 2 Latin, 3 Greek, 3 French, 7 German, 2 Irish, 9 English, 1 Mathematics, 4 Natural Philosophy, 5
Second University Examination,	372	87	285	54	Latin, Greek, German, 1 Latin, Greek, English, 2 Latin, Greek, Logic, 1 Latin, French, German, 2 English, French, Irish, 2 Mathematics, Mathematical Physics, Experimental Physics, 2 Latin, Greek, 1 Latin, English, 1 Latin, Irish, 1 Latin, Logic, 1 Greek, History, 1 English, French, 1 French, History, 1 Irish, Logic, 4 Mathematics, Mathematical Physics, 2 Mathematical Physics, Experimental Physics, 1 Chemistry, Biology, 1 Latin, 4 Greek, 3 English, 2 French, 1 Irish, 7 History, 1 Logic, 6 Mathematics, 2 Experimental Physics, 2 Biology, 1

MALE STUDENTS, 1907—*continued.*

Name of Examination.	Examined.	Rejected.	Passed.	Number who obtained Honours.	Distribution of the Honours among the different Subjects of the Examination.
B.A. Examination (Summer),	123	43	80	—	Honours are not awarded at this Examination.
First Examination in Law,	10	2	8	1	
LL.B. Degree,	6	2	4	1	
LL.D. „	3	—	3	—	Honours are not awarded at this Examination.
First Exam. in Engineering,	36	9	27	4	
Second „	35	18	17	4	
B.E. Examination,	14	3	11	1	
Diploma in Engineering,	1	—	1	—	
First Medical (Summer),	81	23	58	8	Botany, Zoology, Chemistry, Experimental Physics, 1 Botany, Zoology, Experimental Physics, 1 Botany, Zoology, 1 Botany, Experimental Physics, 1 Botany, 2 Experimental Physics, 2
Diploma in Public Health,	1	1	—	—	
Second Medical (Spring),	60	27	33	1	
Third Medical, „	62	30	32	2	
M.B., B.Ch., B.A.O., „	38	19	19	4	Medical, Surgical Midwifery Groups of Subjects, 2 Surgical Group, 1 Medical Group of Subjects, 1
M.D., „	5	2	3	—	Honours are not awarded at these Examinations.
M.Ch., „	1	—	1	—	
M.A.O., „	—	—	—	—	
Matriculation (Autumn),	335	162	173	—	Honours are not awarded at these Examinations.
First University, „	195	97	98	—	
B.A. Examination (Autumn),	101	20	81	35	Classics, 6 Modern Literature, 1 Mental Science, 8 Polit. Econ., Hist., Jurisprudence, 5 Mathematical Science, 4 Mathematical Physics, Experimental Physics, 3 Experimental Science, 3 Chemistry, Physiology, 3 Biology, Physiology, 1 Biology, Geology, 1
M.A. Examination,	20	10	10	7	Mental Science, 2 History, Political Science, 2 Mathematical Science, 1 Experimental Science, 1 Biological Science, 1

MALE STUDENTS, 1907—*continued.*

Name of Examination.	Examined.	Rejected.	Passed.	Number who obtained Honours.	Distribution of the Honours among the different Subjects of the Examination.
First Medical (Autumn),	48	30	18	3	Botany, Zoology, Chemistry, Experimental Physics, 2 Experimental Physics, 1
Second Medical (Autumn),	68	32	36	5	
Third Medical, „	65	23	42	3	
M.B., B.Ch., B.A.O., „	56	22	34	3	Medical, Surgical Groups, 2 Midwifery Group, 1
M.D. Examination, „	9	2	7	—	Honours are not awarded at these Examinations.
M.Ch. „ „	—	—	—	—	
First Examination in Music,	—	—	—	—	
B.Mus.,	1	1	—	—	
Diploma in Mental Diseases,	—	—	—	—	
Medical Studentship,	2	—	—	—	
Travelling Medical Scholarship,	—	—	—	—	
D.Sc.,	1	1	—	—	Honours are not awarded at this Examination.
B.Sc.,	2	—	2	1	
D.Ph.,	1	—	1	—	Honours are not awarded at this Examination.
Diploma in Teaching,	1	—	1	—	
Preliminary Examination in Agriculture,	—	—	—	—	
Second Examination in Agriculture,	—	—	—	—	
Diploma in Agriculture,	—	—	—	—	
Classical Scholarship,	6	—	—	—	2 Scholarships awarded.
Mathematical „	8	—	—	—	3 Scholarships awarded.
Modern Literature „	3	—	—	—	2 Scholarships awarded.
Experimental Science „	18	—	—	—	3 Scholarships awarded.
Classical Studentship,	1	—	—	—	Studentship obtained.
Mathematical Studentship,	2	—	—	—	Studentship obtained.
Mental Science Studentship,	1	—	—	—	Studentship obtained.
History and Political Science Studentship,	3	—	—	—	Studentship obtained.
Biological Science Studentship,	2	—	—	—	
Irish Language and Literature Junior Fellowship,	2	—	—	—	Fellowship obtained.
Chemistry with Experimental Physics Junior Fellowship,	5	—	—	—	

APPENDIX VI.

Women Students, 1907.

Name of Examination.	Examined.	Rejected.	Passed.	Number who obtained Honours.	Distribution of the Honours among the different Subjects of the Examination
Matriculation (Summer),	298	113	185	—	
First University Examination (Summer).	145	65	80	24	Latin, Greek, English, 1 Latin, French, 1 Latin, Irish, 1 German, English, 1 French, 10 German, 5 Irish, 4 English, 1
Second University Examination.	129	36	93	23	Latin, English, French, 2 English, French, German, 3 English, French, Irish, 1 English, German, Irish, 1 English, French, 2 English, German, 1 French, German, 1 Mathematics, Mathematical Physics, 1 Latin, 1 English, 5 French, 1 German, 3 Chemistry, 1
B.A. Examination (Summer),	43	25	18	—	Honours are not awarded at this Examination.
B.E.,	—	—	—	—	
B.A. Examination (Autumn),	49	18	31	11	Modern Literature, 9 Mathematical Science, 1 Experimental Science, 1
M.A. Examination,	9	2	7	2	Classics, 1 Modern Literature, 1
First Medical (Summer),	2	2	—	—	
Second Medical (Spring),	3	2	1	—	
Third Medical (Spring),	1	—	1	—	
M.B., B.Ch., B.A.O. (Spring),	2	–	2	—	

APPENDIX VI.—*continued.*

Name of Examination.	Examined.	Rejected.	Passed.	Number who obtained Honours.	Distribution of the Honours among the different Subjects of the Examination.
Matriculation (Autumn),	92	46	46	—	Honours are not awarded at these Examinations.
First University (Autumn),	62	43	19	—	
First Medical (Autumn),	2	1	1	—	
Second Medical (Autumn),	5	5	—	—	
Third Medical (Autumn),	—	—	—	—	
M.B., B.Ch., B.A.O. (Autumn),	—	—	—	—	
M.D. Examination,	—	—	—	—	Honours are not awarded at this Examination.
B.Sc.,	—	—	—	—	
First Examination in Music,	—	—	—	—	
B. Mus. Examination,	—	—	—	—	
Diploma in Teaching,	—	—	—	—	
Modern Literature Scholarship.	21	—	—	—	1 Scholarship awarded.
Experimental Science Scholarship.	1	—	—	—	
Classical Studentship,	1	—	—	—	

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